



**NSSE**

National Survey of  
Student Engagement

# Experiences That Matter: Enhancing Student Learning and Success

Annual Report 2007



**National Survey  
of Student Engagement**

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*"NSSE is an institution's most trustworthy lens  
for seeing deeply into the quality of students'  
experiences. Its results translate directly into  
plans for action and strategies of reform  
and transformation."*

— Lee S. Shulman, President, The Carnegie Foundation  
for the Advancement of Teaching

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The National Survey of Student Engagement (NSSE) documents dimensions of quality in undergraduate education and provides information and assistance to colleges, universities, and other organizations to improve student learning. Its primary activity is annually surveying college students to assess the extent to which they engage in educational practices associated with high levels of learning and development.



# NSSE Turns Ten: Retrospective and Prospective

Conceived at a meeting of higher education leaders at the Pew Charitable Trusts in February 1998, the National Survey of Student Engagement (NSSE) will soon mark its first decade. The problem confronting that group was to provide sound evidence for the effectiveness of undergraduate teaching and learning that could be used to both help colleges and universities improve, and to provide a new “lens” for looking at college quality that could help prospective students and the public get beyond prevailing resource and reputation-based measures like the rankings of *U.S. News & World Report*. Helping NSSE get started as chair of the Design Team in 1998 remains one of the most personally and professionally satisfying assignments I have been given in my career.

A lot has happened in the ensuing decade—both for higher education and for NSSE. From the widest perspective, 9/11 shocked us into recognizing the many ways in which our fate is bound up with that of the rest of the world. Narrowing the perspective slightly, this decade also saw us lose our accustomed place as the most highly educated country in the world. Meanwhile, in *The World is Flat*, Tom Friedman (2005) pointed out the many ways our lives and economies are inextricably intertwined across the world, emphasizing the urgent need to educate more of our citizens to maintain current standards of living and compete effectively in the global economy. At the most basic level, the consternation about this in public policy circles is stoking the strident tone of many calls in recent years that colleges and universities become more accountable.

Since 1998, we have also learned a great deal more about how students learn in college. NSSE, as originally conceived, rests on systematic studies of student learning and development linked empirically to student experiences and behaviors compiled over forty years. In designing a new vision of quality, we wanted to be sure that the practices we called attention to as “engagement” really mattered for student learning. That philosophy has guided NSSE ever since. But as we learn more from cognitive science, the resulting insights confirm the efficacy of the kinds of things NSSE measures. More importantly, they help illuminate *why* these practices and experiences are so powerful and exactly *how* they work. At the same time, they underscore the varied paths that individual students pursue when making meaning of the same subject matter. Finally, they call attention to the need to better understand what our colleagues in the U.K. call “deep learning” or “learning for understanding”—the ability to recall and synthesize knowledge from a wide range of disparate sources and apply it to a complex problem.

**As we learn more from cognitive science the resulting insights confirm the efficacy of the kinds of things NSSE measures.**

Looking back on this period also reminds us of how much NSSE has grown. The core survey has been joined by other tools that considerably enhance an institution’s ability to use results for improvement. Used in combination, NSSE and the Faculty Survey of Student Engagement (FSSE) provide a powerful way to engage faculty in serious thinking about curriculum and pedagogy. Similarly, the new Beginning College Survey of Student Engagement (BCSSE) allows colleges and universities to undertake sophisticated longitudinal studies that can reveal detailed patterns of development for different kinds of students. Just as important, NSSE data have grounded a significant and growing literature on college student growth and development that both advances the field’s “basic science” and can readily support improvement. The NSSE Institute, meanwhile, conducts the kind of in-depth inquiries required to understand the all-important qualitative and cultural dimensions of fostering student success. Indeed, NSSE as an enterprise consistently exhibits the quality of “positive restlessness”—the relentless organizational habit of constantly trying to do more things better—that *Student Success in College* highlighted as an attribute of high-performing colleges (Kuh, Kinzie, Schuh, Whitt & Associates, 2005).



Indiana University Bloomington





St. Cloud State University

Anniversaries are a time to take stock. In the light of a decade of change and with considerable increases in capability, what are NSSE's most important assets and how should they change to meet the future? In answer to the first question, I believe that four key features of NSSE are fundamental to its success and must be continuously renewed in the decade ahead. All of them, I'm happy to report, were prominent in the deliberations of the NSSE Design Team from the beginning.

- **Research Base.** Above all, NSSE is credible because it rests on an extensive body of research. The original rule of thumb used by the Design Team in 1998 was that the experience represented by each item on the survey be empirically linked to gains in student learning. And since the survey's inception, NSSE staff has taken every available opportunity to validate it by linking NSSE results with direct measures of student learning and development. Maintaining and updating this research base is critical. As new modes of instruction emerge, we need to know what "engagement" looks like for each of them. And we need to continue to search for conditional effects that tell us what works for different kinds of students under different circumstances.

Four key features of NSSE are fundamental to its success and must be continuously renewed in the decade ahead.

- **Third-Party Sampling and Administration.** Another important element of NSSE's public credibility is the fact that colleges and universities do not administer the survey themselves. This was another pillar of the Design Team's work because one of NSSE's original objectives was to produce public benchmarks of institutional quality based on an acceptable response rates, consistent administration, and proof against manipulation by institutions. Indeed, one of the most important strengths of Indiana University's original bid to Pew to administer the NSSE pilot was the involvement of its Center for Survey Research. The Center has continued to deliver excellent service, and each year has pushed the state of the art in Web-based surveys. But the job is getting harder. Survey response rates are falling in all fields, especially among young people. Overcoming this challenge will be one of NSSE's biggest jobs in the years to come.
- **"Institutional Research in a Box."** Providing institutional users a "turnkey" service that would give them an important institutional research capability at low cost and with little institutional overhead was another original requirement set by our Design Team. Although third-party survey administration was chosen primarily to boost NSSE's validity and credibility, it had the additional salutary effect of making it easy for any college or university to run a sound student survey. NSSE institutional reports are the best of their class with respect to coverage and ease of use. And they are supplemented by a range of additional tools and templates for presenting findings and incorporating them into processes like accreditation. Finally, NSSE staff generate tailored analyses or create customized peer groups on demand. Extensive as they currently are, all these services could be enhanced. One area in which institutions need more help, for instance, is how to conduct long-term longitudinal studies linking NSSE, BCSSE and FSSE results, student record information, and available data on student learning outcomes.

- **A Vital User Community.** Finally, the Design Team recognized from the beginning that whatever impact NSSE ultimately could have would be a function of how and toward what ends institutions used the survey findings. Beginning with the two pilots conducted in 1999, institutional users have been an important part of NSSE's intellectual capital. They have unceasingly made suggestions for improvement, attended lively user group gatherings at higher education meetings across the country, and exhibited an uncommon willingness to take part in experiments. Indeed, some of the most important components of the enterprise today—FSSE, for example—arose directly from trying out new ideas at participating campuses. As institutions continue to experiment with ways to use and improve NSSE in the coming years, harnessing this growing body of collective wisdom will become more important than ever. This may entail greater use of Web forums and virtual interchange as well as campus visits and face-to-face meetings.

### The biggest immediate challenge is how to walk the current accountability tightrope responsively and responsibly.

These assets will be of considerable value as NSSE enters its second decade of championing change in higher education. Probably the biggest immediate challenge is how to walk the current accountability tightrope responsively and responsibly. This topic was the centerpiece of Doug Bennett's Foreword to last year's *Annual Report*, and the situation is even more complicated today. Since then, NSSE has had the dubious distinction of being named as an accountability measure in the report of the Secretary of Education's Commission on

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*"NSSE is becoming increasingly helpful in improving student success and building public confidence in the commitment of colleges and universities to improve teaching and learning."*

— Paul E. Lingenfelter, President, State Higher Education Executive Officers

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the Future of Higher Education and is emerging a prominent candidate measure in the Voluntary System of Accountability (VSA) being promoted jointly by the National Association of State Universities and Land-Grant Colleges (NASULGC) and the American Association of State Colleges and Universities (AASCU). When Russ Edgerton of the Pew Charitable Trusts funded the development of NSSE a decade ago, his hopes were that the instrument would become a new arbiter of quality for higher education in America. Clearly this is happening and we should be grateful for this growing prominence.

But with prominence comes responsibility. On the one hand, I firmly believe that all institutions participating in NSSE should make their NSSE benchmark data public—a position that I have held since the establishment of NSSE. A major reason why we are in our accountability pickle today is the perception that colleges and universities are not forthcoming about performance. We need to be proactive in reversing this perception and, if problems are revealed, we need to be aggressive in letting people know that we are aware of them and are taking steps to change the situation. On the other hand, we need to be aware of the limits of our data and not use them in inappropriate ways. Mindless scorecards and conclusions based on miniscule differences in performance will not help anybody.

A second challenge we face as NSSE enters a new decade is to more fully harness its potential to dig deeper into the college experience. In their Foreword to the first *Annual Report* in



California State University, Chico

2000, Russ Edgerton and Lee Shulman rightly cautioned us about making too much of NSSE results in that first year because we needed to understand more about the underlying stability of NSSE scores and what the instrument was actually measuring. While this will always be good advice, eight years of active administration and a simultaneous program of associated validation research has pretty well wrung out the bugs. Accordingly, we can move with greater confidence in using NSSE to guide institutional improvement and in basic research.

**I firmly believe that all institutions participating in NSSE should make their NSSE benchmark data public...**

One promising direction here, already begun, is to continue to pursue conditional effects and important differences in experience among college student populations. Inside the central tendency measures presented in most reports is remarkable variation across students with respect to their experiences. Addressing the important question of why so many similar students can have such vastly different “educations” at the same institution is critical if we want to improve intentionally and systematically. Understanding and investigating variances as well as central tendencies may also help identify truly high-performing institutions—those that score well on a given item or benchmark but also exhibit a tight enough distribution of scores that we can be sure that most students are affected. These and many other analytical directions await the NSSE community as it begins the next ten years.

I would like to close by paying tribute to George Kuh, who will step down as NSSE’s leader in January 2008. From the earliest days of the enterprise, NSSE and George have been synonymous. His uncanny ability to anticipate new developments in higher education and to recruit the absolute best talent to staff NSSE and its many offspring are capacities we have learned to count on. As the “public face” of NSSE, he has been ubiquitous, enthusiastic, and wise. Thank you, George.

**Peter T. Ewell**  
Vice President  
National Center for Higher Education Management Systems  
(NCHEMS)



Eastern Connecticut State University

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*“Everyone wants a tool that really works. NSSE results provide faculty and staff with information they can readily use to strengthen the learning environment.”*

— David E. Shulenburger, Vice President for Academic Affairs, National Association of State Universities and Land-Grant Colleges

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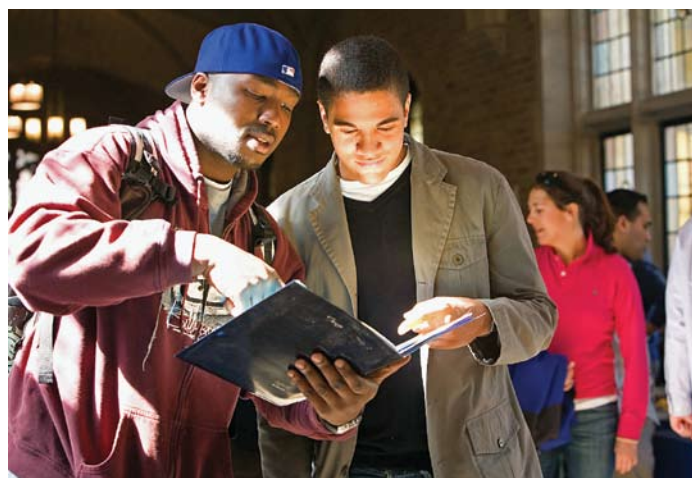


# If We Could Do One Thing...

More than anything else, being an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways. Every one of the qualities I have described here—listening, reading, talking, writing, puzzle solving, and truth seeking, seeing through other people's eyes, leading, working in a community — is finally about connecting (Cronon, 1998).

Over the last decade I've visited scores of campuses to meet with faculty, administrators, student affairs staff, trustees, and – on fewer occasions than I would like – students. Across all of these groups, the most asked question is, “What is the one thing we should do to increase student engagement and success on our campus?”

In the first few years of NSSE I avoided answering this question for two reasons. First, we hadn't yet learned enough from NSSE to be confident about whether certain educational programs and activities were more important to student success than others. Just about every behavior and institutional condition represented on the NSSE survey is positively linked to desired outcomes of college, so calling attention to one set of activities seemed counterproductive. A second reason for hedging on an answer was that decades of research showed that student development is a cumulative process shaped by many events and experiences, inside and outside the classroom. Recent research on the relationships between student characteristics, engagement, and outcomes adds an additional layer of complexity to our understanding; some students appear to benefit more than others from the same educational programs or practices, all things considered. Peter Ewell mentioned these conditional effects in the Foreword and we devoted a fair amount of attention to some related findings in last year's NSSE *Annual Report*.



University of Michigan

At the same time, there is growing evidence that – when done well – a handful of selected programs and activities appear to engage participants at levels that boost their performance across a variety of educational activities and desired outcomes such as persistence. The Association of American Colleges and Universities listed ten of the more promising “high impact” practices in its 2007 report, *College Learning for a New Global Century*. They include first-year seminars, common intellectual experiences, learning communities, service learning, undergraduate research, study abroad and other experiences with diversity, internships, and capstone courses and projects.

**What is the one thing we should do to increase student engagement and success on our campus?**

## Why Some Education Practices Are Unusually Effective

Effective educational practices are marked by six conditions.

First, they typically demand that students devote considerable amounts of time and effort to purposeful tasks; most require daily decisions that deepen students' investment in the activity as well as their commitment to their academic program and the college. For example, consider a writing-intensive first-year seminar with 25 or fewer students that is team-taught by a faculty member (who also is the advisor for the students in the seminar) and an upper-division peer mentor or instructor. The composition of the instructional team coupled with the size of the course ensures that every student will get to know at least one faculty member well in the first year of college in addition to the other students in the class. Advising is no longer a once-a-semester meeting with a person a student hardly knows, but an on-going set of conversations about issues the student is facing in real time. Because it is writing-intensive, students must also put forth more effort, but they also benefit more, especially when they get frequent feedback from both the faculty member and the peer mentor.

Second, the nature of these high impact activities puts students in circumstances that essentially demand they interact with faculty and peers about substantive matters, typically over extended periods of time. A human-scale first-year seminar makes anonymity impossible, fosters face-to-face interaction, and fuels feedback. Student-faculty research and collaborative problem-based assignments in the context of a course set the



stage for developing a meaningful relationship with another person on campus – faculty or staff member, student, co-worker, or supervisor. These and other high impact practices put students in the company of mentors and advisors as well as peers who share intellectual interests and are committed to seeing that students succeed.

Third, participating in one or more of these activities increases the likelihood that students will experience diversity through contact with people who are different than themselves. Study abroad or other cross-cultural experiences are natural venues for this to happen. But so are learning communities, courses that feature service learning, internships, and field placements. These experiences often challenge students to develop new ways of thinking about and responding immediately to novel circumstances as they work side-by-side with peers on intellectual and practical tasks, inside and outside the classroom, on and off campus.

### High impact activities put students in circumstances that essentially demand they interact with faculty and peers about substantive matters.

Fourth, even though the structures and settings of high impact activities differ, students typically get frequent feedback about their performance in every one. Working with a faculty member on research, having a paper checked by a peer writing tutor prior to turning it in, and getting one's performance evaluated by the internship supervisor are all rich with opportunities for immediate formal and informal feedback. Indeed, because students perform in close proximity to supervisors or peers, feedback is almost continuous.

Fifth, participating in these activities provides opportunities for students to see how what they are learning works in different settings, on and off the campus. While internships and field placements are obvious venues, service learning and study abroad require students to work with their peers beyond the classroom and test what they are learning in unfamiliar situations. Similarly, working with a faculty member on research shows students first-hand how experts deal with the messy, unscripted problems that come up when experiments do not turn out as expected. A well-designed culminating experience such as a performance or portfolio of best work can also be a springboard for connecting learning to the world beyond the campus.



Miami University (OH)

Finally, it can be life changing to study abroad, participate in service learning, conduct research with a faculty member, or complete an internship or other field experience such as student teaching. That is why doing one or more of these activities in the context of a coherent, academically challenging curriculum that appropriately infuses opportunities for active, collaborative learning increases the odds that students will be prepared to – in the words of William Cronon – “just connect.” Such an undergraduate experience deepens learning and brings one's values and beliefs into awareness; it helps students develop the ability to take the measure of events and actions and put them in perspective. As a result, students better understand themselves in relation to others and the larger world, and acquire the intellectual tools and ethical grounding to act with confidence for the betterment of the human condition.

### My Answer

So, today when I am asked, “What one thing can we do to enhance student engagement and increase student success?” I have an answer. I say make it possible for every student to participate in *at least two high impact activities* during their undergraduate program, one in the first year, and one later related to their major field. The obvious choices for the first year are first-year seminars, learning communities, and service learning. A common intellectual experience should be a non-negotiable organizing principle for these early college activities. In the later years of college, study abroad, internships and other field experiences, and a culminating experience are all possible. Certainly students can do other things during college that confer similar kinds of benefits – writing for the student newspaper, working in an office or program on campus, participating in an honors program, being a leader for a student

## Director's Message (continued)

organization or campus committee, and playing intercollegiate athletics to name a few. But these opportunities – with the exception of working on campus – often are limited to small numbers of students, especially on large campuses.

**Make it possible for every student to participate in *at least two high impact activities* during their undergraduate program, one in the first year, and one later related to their major field.**

If faculty and staff made these and other effective educational practices more frequently available throughout the institution, perhaps colleges and universities could do a better job in helping students compensate for shortcomings in academic preparation and create a culture that fosters student success. But left to their own devices, many students and faculty members may not do these things. Educationally effective institutions recognize this and create incentives to induce purposeful behavior toward these ends. Depending on the circumstances, some institutions, for example, assign all students to a learning community, require two or more writing-intensive courses in all majors, and expect students to do some form of culminating senior experience, such as a field placement, internship, or capstone project or paper. We provided examples of what these look like in different institutional settings in *Student Success in College: Creating Conditions That Matter*.

While high impact practices are appealing for the reasons just outlined, to engage students at high levels, these practices must be done well as I emphasized earlier. In addition, institutions must scale them up so that enough opportunities are available across all of them so that every student has a real chance to participate.



Bellarmine University

Although these and other high impact practices are promising, more information is needed about their structural features, and whether certain types of students are more likely to take advantage of them and how they benefit from the experience. To gain greater clarity on the relationship between these practices and educational gains, in 2007 we added experimental questions to the NSSE online survey to learn more about learning communities, student-faculty research, students who do independent research, study abroad, and various forms of culminating senior experiences. The results show, for example, that:

- Students who do a capstone seminar that required a final product or performance gain more in desired areas compared with their peers who did not.
- Time on task continues to matter, in that students who devote more time to an inquiry activity benefit more; students who meet with their advisors at least twice a year are more satisfied with their college experience.
- Faculty guidance and feedback enrich learning, at least in terms of student self-reported gains.

Later in this *Annual Report* we expand on these and other instructive findings about the nature and impact of educationally effective activities.

**While high impact practices are appealing, to engage students at high levels, these practices must be done well.**

There is, of course, much more to learn about how engagement in various activities by different populations of students in different educational settings affects student learning and success. As with between- and within-institution differences on measures such as NSSE, the variance *between* groups of students, such as men and women or African Americans and Latinos, is almost certainly going to be less than *within* the groups. That is, while it may appear that on average students in one group seem to benefit more from certain practices or experiences, it is also the case that *among students in the group that appears to have the advantage, some students benefit less than the average student in lower-performing groups*. Researchers ignore this fact with their penchant for focusing on what are often small, albeit statistically significant differences between groups.

It behooves us all to focus more on within-group differences in order to determine if we can identify the circumstances that help explain why such differences exist and attempt to tease out the elements of programs and practices that are particularly



Northern Arizona University

effective with lower-performing students. Only then are we likely to increase the numbers of students who engage at meaningful levels in purposeful educational activities so that they attain their educational and personal objectives and acquire the skills and competencies demanded by the challenges of the 21st century.

## NSSE 2007

Although 2007 was the eighth annual NSSE survey cycle, it also was a year of a fistful of “firsts”:

- Record number of schools participating in NSSE – 610
- Record number of schools administering the Faculty Survey of Student Engagement (FSSE) – 162
- Inaugural administration of the Beginning College Survey of Student Engagement (BCSSE) with 127 colleges and universities taking part
- NSSE results and other information available to participating schools via downloads from a secure Web site
- A NSSE-USA *TODAY* initiative to encourage responsible public reporting of student engagement and other meaningful indicators of collegiate quality
- The launch of the Australasian Survey of Student Engagement under a special license agreement with NSSE.

The following pages present additional highlights from the 2007 NSSE, FSSE, and BCSSE projects. As is our custom, we summarize key findings from the core survey and report the benchmarks for effective educational practice by institutional type. We also illustrate how different types of colleges and universities are using their NSSE data and summarize ongoing efforts of the NSSE Institute for Effective Educational Practice. In addition, we feature results from experimental questions about advisors and the role of family members. It may surprise some

to learn, for example, that students who have the most frequent contact with their parents – including a family member who has intervened to solve a problem for them at their school – are at least as engaged and often more engaged in many educationally purposeful activities. The offspring of these so-called “helicopter parents” also report gaining more from their college experience, net of other factors such as parents’ education, institutional type, and so forth.

## Last Words

It has been a career highlight and distinct privilege these past nine years to lead the NSSE project and nurture the growth of its siblings – FSSE, BCSSE and the Law School Survey of Student Engagement. In January 2008, Alex McCormick takes over the reins as NSSE director. Alex is currently a senior scholar at the Carnegie Foundation for the Advancement of Teaching and is superbly qualified to take NSSE to the next level. He is intimately familiar with NSSE, having served on its original Technical Advisory Panel and on the Community College Survey of Student Engagement National Advisory Board. Surrounding Alex will be an exceptionally talented, productive staff at NSSE and its key partner, the Indiana University Center for Survey Research. I shall be cheering them on and doing what I can to help, while I continue to direct the Center for Postsecondary Research and work with the NSSE Institute.

I am indebted to the past and present members of the NSSE National Advisory Board (NAB) for their advice and counsel which were essential to the success of the project. Russ Edgerton, while Education Program Director at the Pew Charitable Trusts, provided the initial investment to launch NSSE and helped keep the project on track as chair of the NAB. I am grateful to him and many others who played key advisory roles over time, chief among them Peter Ewell. If NSSE has a godfather, it is Peter. For me, he has been an unfailing source of wisdom and good cheer.

Finally, I salute the hundreds of higher education leaders whose support and desire to improve undergraduate education were critical to establishing NSSE as a valid, reliable assessment tool dedicated to providing actionable data. Equally important, NSSE users and like-minded others have made a difference in changing the way people think and talk about what matters to a high quality undergraduate experience. And that’s what we set out to do.

Together, we’ve accomplished a lot. But there are many more miles to travel. Let’s stay the course.

**George D. Kuh**  
Chancellor’s Professor and Director  
Indiana University Bloomington



## Quick Facts

### Survey

The annual NSSE survey is supported by institutional participation fees. The survey is available in paper and Web versions and takes about 15 minutes to complete.

### Objectives

Provide data to colleges and universities to use to improve undergraduate education, inform state accountability and accreditation efforts, and facilitate national and sector benchmarking efforts, among others.

### Partners

Established in 2000 with a grant from The Pew Charitable Trusts. Support for research and development projects from Lumina Foundation for Education, the Center of Inquiry in the Liberal Arts at Wabash College, Teagle Foundation, and the National Postsecondary Education Cooperative.

### Participating Colleges and Universities

More than 1,458,000 students at nearly 1,200 different four-year colleges and universities thus far. Participating NSSE institutions generally mirror the national distribution of the 2005 Basic Carnegie Classifications (Figure 1).

### Administration

Indiana University Center for Postsecondary Research in cooperation with the Indiana University Center for Survey Research.

### Validity & Reliability

The NSSE survey was designed by experts and extensively tested to ensure validity and reliability and to minimize nonresponse bias and mode effects. For more information visit the NSSE Web site at [www.nsse.iub.edu/html/2007\\_institutional\\_report/](http://www.nsse.iub.edu/html/2007_institutional_report/)

### Response Rates

In 2007, the average institutional response rate is 36%. The Web-only mode response rate (37%) exceeded that of the paper administration mode (33%).

### Audiences

College and university administrators, faculty members, advisors, student life staff, students, governing boards, institutional researchers, higher education scholars, accreditors, government agencies, prospective students and their families, and high school counselors.

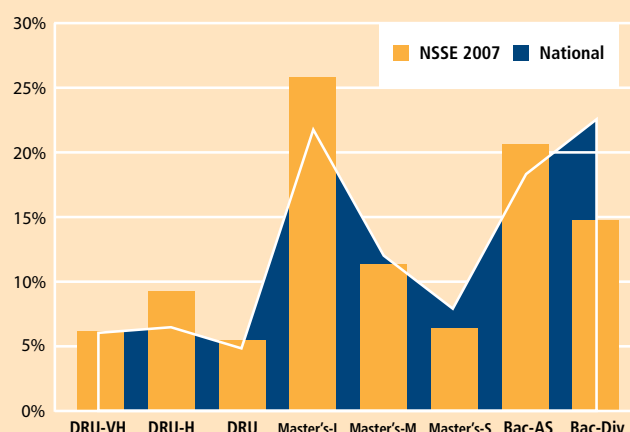
### Participation Agreement

Participating colleges and universities agree that NSSE will use the data in the aggregate for national and sector reporting purposes and other undergraduate improvement initiatives. Colleges and universities can use their own data for institutional purposes. Results specific to each college or university and identified as such will not be made public except by mutual agreement.

### Data Sources

Randomly selected first-year and senior students from hundreds of four-year colleges and universities. Supplemented by other information such as institutional records, results from other surveys, and data from the Integrated Postsecondary Education Data System (IPEDS).

Figure 1: NSSE 2007 Participating Colleges and Universities



#### Carnegie 2005 Basic Classifications

|            |   |
|------------|---|
| DRU-VH     | Research Universities (very high research activity)   |
| DRU-H      | Research Universities (high research activity)        |
| DRU        | Doctoral/Research Universities                        |
| Master's-L | Master's Colleges and Universities (larger programs)  |
| Master's-M | Master's Colleges and Universities (medium programs)  |
| Master's-S | Master's Colleges and Universities (smaller programs) |
| Bac-AS     | Baccalaureate Colleges—Arts & Sciences                |
| Bac-Div    | Baccalaureate Colleges—Diverse Fields                 |

Percentages are based on U.S. institutions that belong to one of the eight Carnegie classifications above.

[www.carnegiefoundation.org/classifications/](http://www.carnegiefoundation.org/classifications/)



## Consortia & State or University Systems

Different groups of institutions (e.g., urban institutions, women's colleges, research institutions, Christian colleges, independent colleges, and technical schools) and state and university systems (e.g., California State University, Georgia, Indiana, Kentucky, Massachusetts, North Carolina, South Dakota, Texas, Tennessee, and Wisconsin) ask additional mission-specific questions. Some groups make arrangements to share unidentified institution-specific student-level responses.

### Consortia 2000-2007

American Association of State Colleges & Universities  
 American Democracy Project  
 Arts Consortium  
 Associated New American Colleges  
 Association of American Universities Data Exchange  
 Association of Independent Colleges of Art and Design  
 Association of Independent Technical Universities  
 Bringing Theory to Practice  
 Canadian Consortium  
 Canadian research universities (G10)  
 Catholic Colleges & Universities  
 Colleges That Change Lives  
 Committee on Institutional Cooperation  
 Council for Christian Colleges & Universities  
 Council of Independent Colleges  
 Council of Public Liberal Arts Colleges  
 EDUCAUSE Center for Applied Research  
 Flashlight Group  
 Hispanic Serving Institutions  
 Historically Black Colleges and Universities  
 Intellectual Development and Civic Engagement Assessment  
 Jesuit Colleges and Universities  
 Mid-Atlantic Private Colleges  
 Private Liberal Arts Colleges and Universities  
 Teagle Grant Consortium  
 Teagle Integrated Learning Consortium  
 Urban Universities  
 Women's Colleges  
 Work Colleges



Scripps College

### Cost

Institutions pay a minimum participation fee ranging from \$1,800 to \$7,800 determined by undergraduate enrollment.

### Current Initiatives

The NSSE Institute for Effective Educational Practice is collaborating with The Policy Center on the First Year of College “Foundations of Excellence” project, the Wabash College National Study of Liberal Arts Education, Penn State’s Spencer Foundation-funded “Parsing the First Year of College” project, and Teagle Foundation initiatives to advance “Value-Added Assessment of Student Learning” and explore the relationships between deep approaches to learning, critical thinking skills and dispositions, and reflective judgment.

### Other Programs & Services

Beginning College Survey of Student Engagement, Faculty Survey of Student Engagement, Law School Survey of Student Engagement, NSSE Institute workshops, faculty and staff retreats, consulting, peer comparisons, norms data, and special analyses.

### Benchmarks of Effective Educational Practice

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

[www.nsse.iub.edu/pdf/nsse\\_benchmarks.pdf](http://www.nsse.iub.edu/pdf/nsse_benchmarks.pdf)

## Selected Results

As noted earlier, nearly 300,000 students attending 587 U.S. four-year colleges and universities completed NSSE in spring 2007. The selected results reported in this section feature three themes based on information from the core survey and several sets of experimental questions appended to the Web version of the survey this year. The first theme, *Enriching High-Impact Experiences*, examines four of the activities George Kuh briefly described in his Director's Message: learning communities, research with faculty, study abroad, and culminating senior experiences. Table 3 (p.17) summarizes the strong positive effects associated with such activities in terms of self-reported gains in learning and development and engaging in deep approaches to learning, and Table 4 (p.18) presents the demographic characteristics of students who participated in these activities. In contrast to surface-level learning, deep-level processing emphasizes both acquiring information and understanding the underlying meaning of the information. Deep approaches to learning are important because students who use these approaches tend to earn higher grades, and retain, integrate and transfer information at higher rates.

The second theme, *Factors That Support Student Success*, looks at interactions students have with their academic advisor and with their family members and close friends. We also provide insights into engaged learning based on information from NSSE's companion instruments, the Faculty Survey of Student Engagement (FSSE) and the Beginning College Survey of Student Engagement (BCSSE).

Finally, in *Another Look at Gender*, we briefly explore gender differences in high school experiences and college expectations, and summarize findings from a study comparing men and women in science, technology, engineering, and mathematics.

## Promising/Disappointing Findings

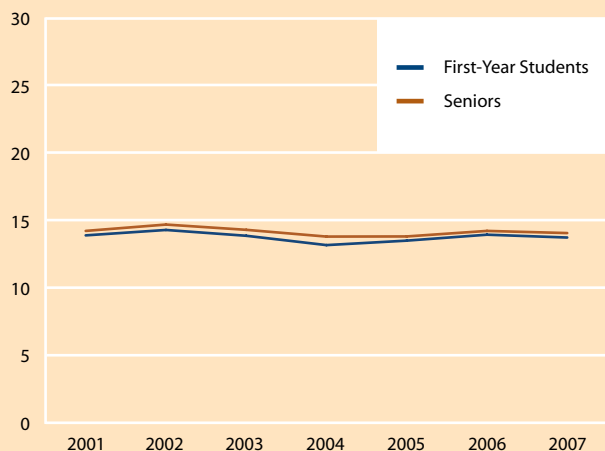
### Promising Findings

- Students starting college expected to spend 50% more time preparing for class (18 hours) than relaxing and socializing (12 hours).
- The majority of students (75% of first-years, 67% of seniors) rated their academic advising as good or excellent.
- Students who took part in one or more "high-impact" practice such as a learning community, research with faculty, study abroad, and culminating senior experience reported greater levels of deep learning and greater gains in learning and personal development.
- Students who worked with a faculty member on a research project benefited more in terms of desired learning outcomes when the faculty member clearly explained expectations and provided feedback during and after the project.
- Almost two-thirds of seniors (63%) reported frequently trying to better understand someone else's views by imagining how an issue looks from another person's perspective.
- More than half (52%) of all seniors did a practicum, field experience, or clinical assignment, and an additional 23% intended to do so before they graduate.

### Disappointing Findings

- The number of hours full-time students spend studying per week has remained constant since 2001 at about 13-14 hours, only about half what many faculty say is necessary to do well in their classes (Figure 2).
- First-generation and transfer students were much less likely than other students to participate in a high-impact activity such as a learning community, a research project with a faculty member, study abroad, or culminating senior experience.
- Only 29% of seniors at public institutions did a culminating experience, compared with 42% of their counterparts at private colleges and universities.
- About one in ten students never met with their advisor during the current academic year.
- More than half (54%) of all seniors never participated in a community-based project as part of their regular coursework.
- In their last year of college, half of all seniors did not write a paper or report longer than 20 pages; one in ten (9%) did not write a paper longer than 5 pages.

**Figure 2: Average Hours per Week Spent Preparing for Class 2001 - 2007**



## Selected Results: Enriching High-Impact Experiences

### Learning Communities

Participating in a learning community (LC) is associated with a variety of desirable learning and personal development outcomes, but not all students take part. Adult learners and first generation college students were less likely to participate in a LC; students who live on campus, full-time students, and members of Greek organizations were more likely (Table 4, p.18). After controlling for various background characteristics, the LC experience is positively correlated with both deep learning and gains in a number of areas (Table 3, p.17).

Because LCs take different forms, it is difficult to know which of their features is most effective. In 2007, NSSE developed a set of experimental questions to obtain additional information about learning communities where students take two or more classes together. About 2,800 respondents from 39 colleges and universities answered these questions.

#### Learning Community Characteristics and Student Engagement

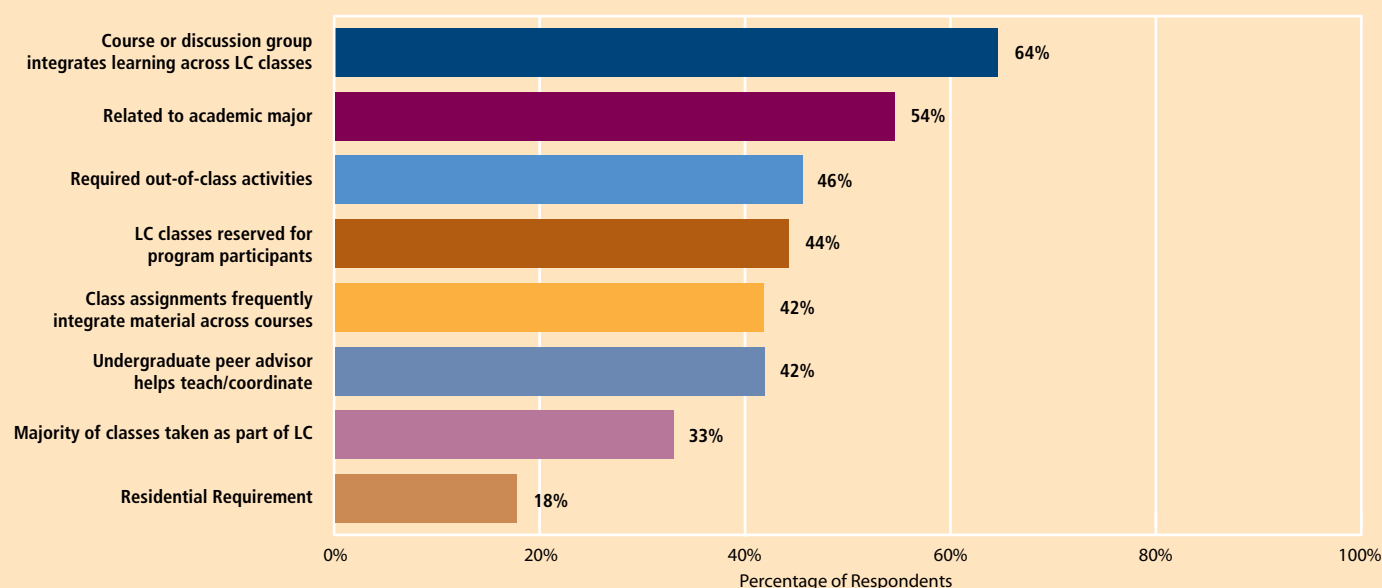
- Two thirds (64%) of the students said their LC included a course or discussion group designed to help integrate their learning across the LC courses (Figure 3).
- Students in LC programs that integrated material across courses—either by discussion group or class assignments—had higher scores on all five NSSE benchmarks.
- First-year students in LCs with undergraduate peer advisors reported more supportive campus environments.

### Self-Reported Gains Attributed to Selected Learning Community Features

- When the LC included discussion groups and class assignments that frequently integrated material from LC classes, students reported gaining more across the three outcome domains, more frequently used deep approaches to learning, and reported an enriched social life.
- Requiring out-of-class activities as part of LC requirements for first-year students was related to substantial gains in self-understanding, deep learning, and an enriched social life.
- Assigning an undergraduate peer advisor to the LC instructional team was linked to greater gains in vocational skill development and an enriched social life.
- All things being equal, requiring first-year LC participants to live together on campus had a positive effect on the quality of social life and student-faculty interaction, but no discernable effects on engagement measures and the other selected outcomes.

These results, summarized in Table 1, p.15, suggest that LC faculty and staff should design structures and other program features that will maximize the chances that the LC experience will have the desired effects. For example, reserving classes only for students in the LC may not always have the desired effects.

Figure 3: Description of Learning Community Experience for First-Year Respondents (N=1,373)



## Selected Results: Enriching High-Impact Experiences (continued)

**Table 1: Learning Community Features and Selected Outcomes**

|  | LC classes reserved for program participants | Majority of classes taken as part of LC | Courses or discussion group integrates learning across LC classes | Assignments frequently integrate material across courses | Undergraduate peer advisor helps teach or coordinate | Required out-of-class activities | Residential requirement |
|--|--|---|---|--|--|----------------------------------|-------------------------|
| <b>Student Engagement</b>  |  |   |   |  |  |                                  |                         |
| Academic Challenge <sup>a</sup>  |  | --                                      | ++  | +++  |  | ++                               |                         |
| Active & Collaborative Learning <sup>a</sup>   |  |   | ++  | +++  |  | +++                              |                         |
| Student-Faculty Interaction <sup>a</sup>   | —  | --                                      | ++  | +++  |  | +++                              | ++                      |
| Enriching Educational Experiences <sup>a</sup>   |  | --                                      | +++   | ++   |  | +++                              |                         |
| Supportive Campus Environment <sup>a</sup>   | --   | --                                      | +++   | +++  | ++   |                                  |                         |
| Deep Learning <sup>a</sup>   | —  |   | +++   | +++  |  | +++                              |                         |
| Social Life <sup>b</sup><br>(Social opportunities, making close friends, and campus connectedness)                 | --   | ++                                      | ++  | ++   | ++   | +++                              | ++                      |
| <b>Selected Outcomes</b>   |  |   |   |  |  |                                  |                         |
| General Education <sup>b</sup><br>(Writing, speaking, thinking critically)   |  |   | +++   | +++  |  | ++                               |                         |
| Understanding Self & Others <sup>b</sup><br>(Understanding diverse peoples and the development of values)          | --   |   | +++   | +++  |  | +++                              |                         |
| Vocational Skills <sup>b</sup><br>(Working with others, solving real-world problems, leadership skill development) | --   |   | +++   | +++  | +  | ++                               |                         |

<sup>a</sup> Model controlled for all programmatic structures in addition to full-time enrollment, on-campus, age, gender, race/ethnicity, major, first generation college student, transfer and Greek.

<sup>b</sup> Model controlled for all programmatic structures

<sup>c</sup> One indicator signifies "trivial" effect sizes, two indicators signify "notable" effect sizes, and three indicators signify "substantial" effect sizes; "+" or "--" signs indicate either a positive or negative relationship between LC features and scales.

### Research with Faculty

Students doing research with faculty are more likely to persist, gain more intellectually and personally, and choose a research-related field as a career. NSSE 2007 results show that they also more frequently used deep approaches to learning and report more learning and growth from their college years (Table 3, p.17). Yet, most students do not have such opportunities (Table 4, p.18). For example, seniors attending Baccalaureate Arts & Sciences colleges were more likely to work with a faculty member on research; while two fifths of the students majoring in biological and physical sciences had such an experience, only 10% of students in business had.

To better understand the experience of working with a faculty member on research, we asked experimental questions about the amount of time students devoted to the project, the nature of their activities and contributions, and what they gained from the experience.

The results reported here are based on 2,674 senior students at 63 institutions.

- More than one third (37%) of the seniors said that doing research with faculty was a course requirement, and more than one fifth (22%) reported it was a degree requirement.
- About a third (31%) said they initiated their involvement by asking a faculty member if they could join their research team, whereas three of ten students were invited by a faculty member to become involved.

The majority (55%) of students to a substantial degree used existing information available from libraries or the WWW (Figure 4), and almost half used data from a laboratory setting in their research projects. Relatively few students drew upon their creative, artistic impulses, probably because the majority of the students participating in research with faculty are from science and engineering fields.



We also asked students about the nature of their contributions to the research project and what they gained from the experience (Figure 5). The most common activities were collecting data, analyzing, and interpreting findings. Submitting a paper or presenting the findings to people other than the research team were not nearly as common.

An advantage of doing research with a faculty member is that students spend a fair amount of time in the company of faculty and learn firsthand how they think and deal with the inevitable challenges that crop up in the process. Perhaps as a result, students who received feedback during or after the project were more likely to report that their relationships with faculty were more friendly or supportive.

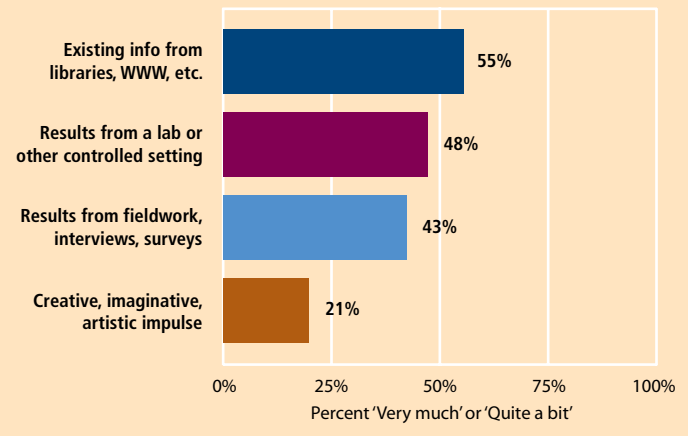
Students were asked to report when and for how long they conducted their research projects:

- Nine of ten seniors worked on the research project during a regular academic term, 13% worked during a January or May term, and 30% worked during summer.
- About a fifth of students spent more than 10 months on the project, a quarter devoted between 5-10 months, and 29% spent less than two months working on the research.

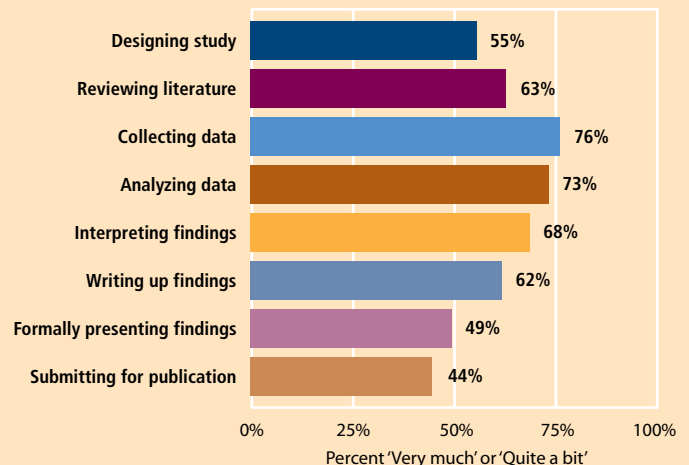
Not surprisingly, results show that *the more time students spent on the project, the better they came to understand the research process and the more they gained overall.*

Finally, we examined the relationships between different aspects of what students did when working with a faculty member on research and three types of deep learning activities (Table 2). Reviewing the literature and interpreting findings were the most strongly related to deep learning; data collection had the weakest relationship.

**Figure 4: Substantial Data Sources Used in Student-Faculty Research**



**Figure 5: Seniors Reporting Substantial Contributions to Different Aspects of the Research Project**



**Table 2: Relationships between Student Contributions to the Research Project and Deep Learning Measures\***

|  | Higher Order Thinking | Integrative Learning | Reflective Learning | Overall Deep Learning Scale |
|--|-----------------------|----------------------|---------------------|-----------------------------|
| Designing study                                  | 0.17                  | 0.22                 | 0.14                | 0.22                        |
| Reviewing related literature                     | 0.17                  | 0.27                 | 0.16                | 0.25                        |
| Collecting data                                  | 0.12                  | 0.11                 | 0.08                | 0.13                        |
| Analyzing data                                   | 0.19                  | 0.18                 | 0.12                | 0.21                        |
| Interpreting the findings                        | 0.21                  | 0.20                 | 0.14                | 0.23                        |
| Writing up the findings                          | 0.16                  | 0.21                 | 0.12                | 0.20                        |
| Presenting the findings beyond the research team | 0.14                  | 0.14                 | 0.10                | 0.16                        |
| Submitting a paper or product                    | 0.14                  | 0.18                 | 0.10                | 0.18                        |

\* Bivariate correlations (all significant at  $p < .01$ ).

## Selected Results: Enriching High-Impact Experiences (continued)

### Study Abroad

Study abroad is an educationally enriching and potentially life-changing experience. Students who study abroad often expand their perspective on world affairs, better comprehend diverse cultures and languages, and grow in self-understanding. Overall, about one in six seniors responding in 2007 said they studied abroad. These students were more likely to:

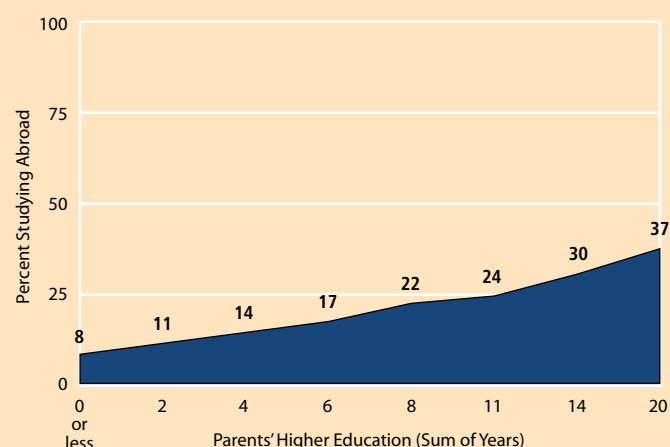
- Attend private, selective, Baccalaureate Arts & Sciences Colleges.
- Earn better grades in college.
- Be female and White.
- Have started college at their current institution.
- Major in the arts and humanities and the social sciences.
- Have parents with higher levels of education (Figure 6).

After controlling for a host of student and institutional characteristics, study abroad was moderately related to the three deep learning subscales, especially integrative learning and reflective learning, and self-reported gains in general education and personal-social development (Table 3).

In 2007 NSSE asked additional questions of 1,499 senior students from 58 colleges and universities about their experiences abroad including with whom they lived, how long they were abroad, the gains they attributed to this experience, and their engagement in college upon their return.

- Students who studied overseas engaged more frequently in educationally purposeful activities upon returning to their home campus, and reported gaining more from college compared with their peers who have not had such an experience.

**Figure 6: Percent Studying Abroad by Parents' Education**



- Students who lived with host nationals – in home stays or in dorms – benefited more in terms of integrative and reflective learning, and personal and social gains.
- The length of time spent overseas did not make a difference in the frequency with which students used deep learning approaches after returning to their campus or their self-reported gains.

It appears that the amount of time one is abroad is not as important as whether a student has such an experience. This suggests that there is value in increasing the number of short-term cross-cultural or “study away” opportunities for students who for some reason cannot be away from their home institution for an extended period of time. On many campuses this could include athletes, musicians, and those majoring in fields that have highly prescribed course-taking patterns.

**Table 3: Effects of Participation in High-Impact Practices on Deep Learning and Gains <sup>a</sup>**

|  |                               | First-Year Students | Seniors             |              |                 |
|--|-------------------------------|---------------------|---------------------|--------------|-----------------|
|  |                               | Learning Community  | Research w/ Faculty | Study Abroad | Senior Capstone |
| <b>Deep Learning Scales <sup>b</sup></b> | Deep Learning Overall         | +++                 | +++                 | ++           | ++              |
|  | Higher Order Thinking         | ++                  | ++                  | +            | ++              |
|  | Integrative Learning          | +++                 | +++                 | ++           | ++              |
|  | Reflective Learning           | ++                  | ++                  | ++           | ++              |
| <b>Gains Scales</b>                      | General Education             | ++                  | ++                  | +            | ++              |
|  | Personal & Social Development | ++                  | ++                  | ++           | ++              |
|  | Practical Competencies        | ++                  | ++                  |              | ++              |

<sup>a</sup> Institution-level controls include Carnegie type, selectivity, and control; Student-level controls include gender, enrollment status, major, transfer status, parents' education, and grades.

<sup>b</sup> For more information about the deep learning measures, see Nelson Laird, Shoup, & Kuh (2006).

+p<.001, ++p<.001, Unstd B >.10; +++ p<.001, Unstd B >.30

**Table 4: Percent Participating in High-Impact Practices by Institutional and Student Characteristics**

|                                |                        | First-Year<br>Students | Seniors                |                 |                                     |
|--------------------------------|------------------------|------------------------|------------------------|-----------------|-------------------------------------|
|                                |                        | Learning<br>Community  | Research<br>w/ Faculty | Study<br>Abroad | Culminating<br>Senior<br>Experience |
| <b>Carnegie Classification</b> | Doc RU-VH              | 20                     | 23                     | 18              | 29                                  |
|                                | Doc RU-H               | 18                     | 19                     | 14              | 33                                  |
|                                | Doc DRU                | 18                     | 17                     | 13              | 33                                  |
|                                | Masters-L              | 16                     | 16                     | 10              | 30                                  |
|                                | Masters-M              | 16                     | 17                     | 11              | 30                                  |
|                                | Masters-S              | 14                     | 18                     | 14              | 36                                  |
|                                | Bac-AS                 | 13                     | 29                     | 33              | 55                                  |
|                                | Bac-Diverse            | 13                     | 18                     | 11              | 37                                  |
| <b>Sector</b>                  | Public                 | 17                     | 18                     | 12              | 29                                  |
|                                | Private                | 16                     | 22                     | 21              | 42                                  |
| <b>Gender</b>                  | Male                   | 16                     | 21                     | 13              | 34                                  |
|                                | Female                 | 17                     | 18                     | 15              | 31                                  |
| <b>Race/Ethnicity</b>          | African American/Black | 18                     | 17                     | 9               | 27                                  |
|                                | Asian/Pacific Islander | 17                     | 22                     | 14              | 28                                  |
|                                | Caucasian/White        | 17                     | 19                     | 15              | 34                                  |
|                                | Hispanic               | 20                     | 17                     | 11              | 26                                  |
|                                | Other                  | 15                     | 19                     | 18              | 31                                  |
| <b>Enrollment</b>              | Full-time              | 17                     | 21                     | 16              | 35                                  |
|                                | Part-time              | 10                     | 12                     | 7               | 22                                  |
| <b>Major</b>                   | Arts and Humanities    | 16                     | 17                     | 22              | 36                                  |
|                                | Biological Science     | 19                     | 39                     | 16              | 31                                  |
|                                | Business               | 16                     | 10                     | 14              | 33                                  |
|                                | Education              | 17                     | 13                     | 8               | 26                                  |
|                                | Engineering            | 22                     | 27                     | 10              | 47                                  |
|                                | Physical Science       | 15                     | 39                     | 13              | 31                                  |
|                                | Professional           | 18                     | 16                     | 9               | 23                                  |
|                                | Social Science         | 16                     | 24                     | 20              | 34                                  |
|                                | Other/undecided        | 15                     | 17                     | 12              | 31                                  |
| <b>Grades</b>                  | A                      | 19                     | 23                     | 18              | 36                                  |
|                                | B                      | 17                     | 17                     | 13              | 31                                  |
|                                | Below B                | 14                     | 13                     | 7               | 26                                  |
| <b>First Generation</b>        | Yes                    | 15                     | 16                     | 9               | 29                                  |
|                                | No                     | 18                     | 22                     | 19              | 36                                  |
| <b>Transfer</b>                | Started here           | 17                     | 23                     | 19              | 38                                  |
|                                | Started elsewhere      | 13                     | 14                     | 9               | 25                                  |
| <b>Adult (24+ years)</b>       | Yes                    | 10                     | 13                     | 7               | 24                                  |
|                                | No                     | 17                     | 23                     | 18              | 37                                  |
| <b>Greek Organization</b>      | Yes                    | 22                     | 23                     | 21              | 40                                  |
|                                | No                     | 16                     | 19                     | 13              | 31                                  |

## Selected Results: Enriching High-Impact Experiences (continued)

### Senior Culminating Experiences

Opportunities to integrate, synthesize, and apply knowledge are essential to deep, meaningful learning experiences. Toward this end, many colleges and universities offer senior culminating experiences. NSSE results show a net positive relationship for students who do such experiences after controlling for a host of student and institutional variables (Table 3, p.17). A third (32%) of all seniors reported having completed such an experience and another 29% said they planned to do so before graduating. Students attending Baccalaureate Arts & Sciences and private institutions were more likely to have such experiences, as were students majoring in engineering (Table 4, p.18). Although these activities take different forms, such as a thesis, comprehensive exam, or field placement, all are intended to help students connect what they have learned in various courses with other experiences on and off the campus.

To examine more closely the nature and impact of senior culminating experiences NSSE added a series of questions to the 2007 online survey. These items were completed by 2,162 seniors at 33 institutions who had completed a culminating senior experience.

#### Nature of the Culminating Senior Experience

- The most common form of culminating experience was a thesis (58%) (Table 5).
- Three quarters (77%) of the respondents indicated that their culminating experience was required for graduation.
- Half (49%) of the students worked alone on their project; 40% worked with other students to complete the project.
- The amount of time spent each week on the project varied, with a third (34%) of students spending five or fewer hours to 11% who devoted more than 30 hours (Figure 7).

#### Faculty Guidance

Faculty members make important contributions to the quality of the culminating experience when they provide encouragement, feedback, and other assistance:

- Three fifths (61%) of the respondents indicated they frequently met with the faculty member supervising their work; only 8% never met with their faculty sponsor.
- Three quarters (75%) of the students indicated that their supervising faculty member clearly outlined the expectations and requirements of the culminating senior experience at the outset of the project.

**Table 5:** Percent of Seniors Participating in Selected Culminating Activities

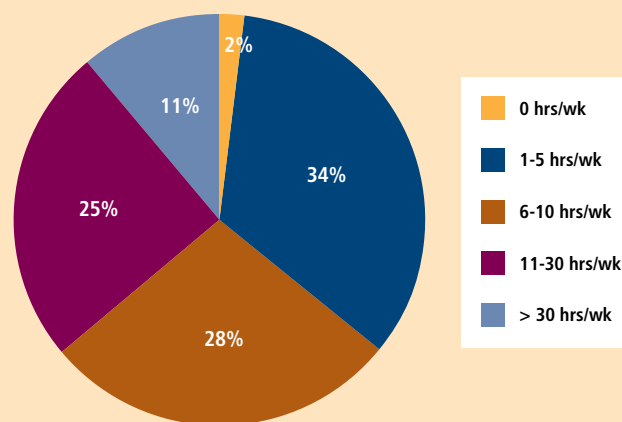
| Activity                             | %   |
|--------------------------------------|-----|
| Major paper, project, or thesis      | 58% |
| Capstone course in my major          | 46% |
| Formal presentation or demonstration | 36% |
| Comprehensive exam                   | 29% |
| Field placement or experience        | 25% |
| Capstone course unrelated to major   | 6%  |

Note: Students often participated in more than one culminating activity. Thus, column percents do not total 100%.

*"Faculty discussions spark some rigorous debates about the validity and reliability of the NSSE... But in the main, we value the information, attend to it, and move to create ways to shore up the soft areas exposed by the reports."*

— Daryl H. Stevenson, Dean of Academic Administration, Houghton College

**Figure 7:** Hours per Week Devoted to the Culminating Senior Experience





### Relationships between Culminating Experiences and Gains

Students reported that their culminating experience contributed *substantially* (quite a bit, very much) to their abilities in a number of areas. The patterns of student-attributed gains differed, however, depending on the type of culminating activity (Table 6). After controlling for student, background and institutional characteristics:

- A field placement or experience was more strongly related to substantial self-reported gains in the greatest number of desired outcome areas.
- The comprehensive exam, a final project or thesis, and a presentation were linked to gains such as writing, thinking critically and imaginatively, and synthesizing; however, there was no relationship between these activities and gains in understanding key concepts in the major.
- A required capstone course in the major had less impact on self-reported gains than other types of activities.
- The impact of participating in two or more culminating experiences was not cumulative, in that taking part in several such activities did not necessarily result in a greater number of substantial gains. This suggests the quality of the experience may be more important to gains than dividing time across multiple activities.

- Students whose culminating experiences required greater investments of time reported greater gains than students who devoted less time to the activities.
- Students who met more frequently with their supervising faculty member, received clearly explicated expectations for the activity and reported receiving helpful feedback reported greater gains.
- Students who collaborated with other students on their culminating experience reported greater gains in several areas.
- Students who worked by themselves on the culminating experience reported gaining more in their ability to learn effectively on their own.

*"There is often a gap between how much college faculty think students are studying and what they are actually doing. NSSE combined with FSSE points to steps institutions can take to ensure that student performance and faculty expectations align."*

— Carol A. Twigg, President and CEO, National Center for Academic Transformation

**Table 6: Relationships between Selected Culminating Activities and Gains**

|  | Regression Model Results <sup>a</sup> |                |                          |            |                   |
|--|---------------------------------------|----------------|--------------------------|------------|-------------------|
|  | Comp. Exam                            | Project/Thesis | Capstone Course in Major | Field Exp. | Presentation/Demo |
| Tolerating ambiguity                   |                                       | *              |                          | ***        |                   |
| Working effectively with others        |                                       |                |                          | ***        | **                |
| Understanding how knowledge is created |                                       |                |                          | ***        |                   |
| Acquiring job- or work-related skills  |                                       |                |                          | ***        | *                 |
| Solving complex, real-world problems   | **                                    |                |                          | ***        | *                 |
| Taking intellectual risks              | *                                     | *              |                          | **         | *                 |
| Speaking clearly and effectively       |                                       |                |                          | ***        | ***               |
| Writing clearly and effectively        | *                                     | ***            |                          |            |                   |
| Thinking imaginatively                 | ***                                   | *              |                          | **         | *                 |
| Applying theory to practice            | **                                    | *              |                          | ***        | *                 |
| Making judgments about info. quality   | **                                    | **             |                          | ***        | *                 |
| Learning effectively on my own         |                                       | *              |                          | **         | *                 |
| Understanding key concepts in major    |                                       |                | *                        | *          |                   |
| Thinking critically and analytically   | *                                     | ***            |                          | **         |                   |
| Synthesizing and organizing ideas      | ***                                   | ***            |                          | ***        |                   |

<sup>a</sup> Models control for student gender, parental education, age, living on-campus, transfer, international, full-time, Greek, athlete, ethnicity, major, and institutional type and sector.  
\* p<.05, \*\*p<.01, \*\*\* p<.001

## Selected Results: Enriching High-Impact Experiences (continued)

### The Importance Faculty Place on High-Impact Experiences

Combining the results of NSSE and the Faculty Survey of Student Engagement (FSSE) often points to important relationships between what faculty members value, expect, and practice and student reports of what they experience. In this section we explore the connections between the importance faculty members place on “high-impact” undergraduate experiences and the proportion of students that participate in those experiences. During the spring semester of 2007 more than 18,000 faculty members at 144 different institutions completed FSSE, while at the same time 59,000 students on their campuses completed NSSE. Selected results from these campuses indicate that:

- Nearly half of all faculty respondents (49%) reported it is important or very important for undergraduates to participate in a *learning community*.
- Over half of the faculty (53%) said *working on a research project with a faculty member* is an important experience for undergraduates.
- A little more than two-fifths of faculty members (44%) indicated *studying abroad* is important.
- Four in five (81%) faculty members reported it is important for undergraduates to have a *culminating senior experience*.

Also, the more faculty members at a given school *value* an activity, the more likely it is that students will do it. For example, on a campus where the average faculty member believes participating in a learning community is only *somewhat* important, only 3% of first-year students become involved in this activity (Figure 8). In contrast, where faculty agree that learning communities are *very* important, 55% of first-year students participate. This also holds for student participation and the importance faculty place on culminating senior experiences, research with a faculty member, and study abroad (Figure 9). For each activity, an increase of one category in the average importance faculty place on the activity corresponds to about a 20% increase in student participation.

Figure 8: Student Learning Community Participation by Faculty Importance

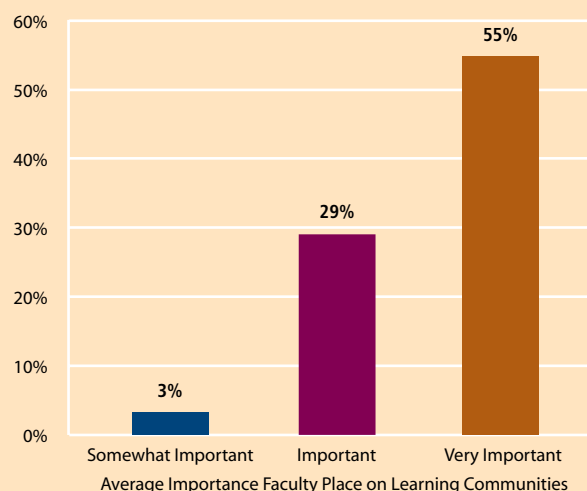
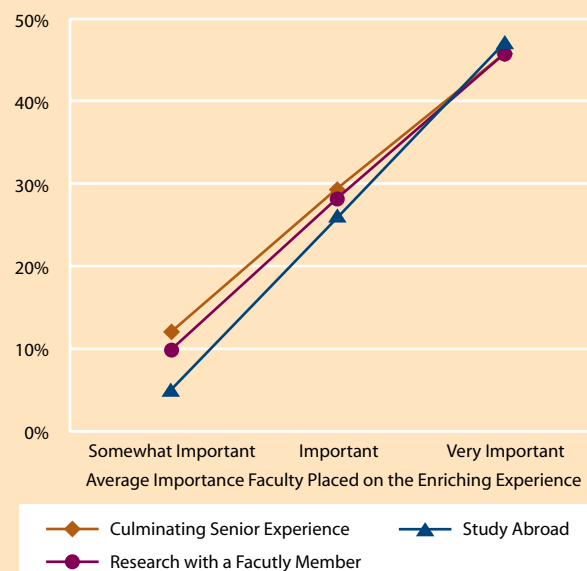


Figure 9: Student Participation in High Impact Experiences by Faculty Importance



*“Elizabethtown College is highly committed to many of the values captured in the NSSE project, and there is openness on campus to test whether those values are being fully realized.”*

— Susan Traverso, Provost and Senior Vice President, Elizabethtown College

## Faculty Survey of Student Engagement

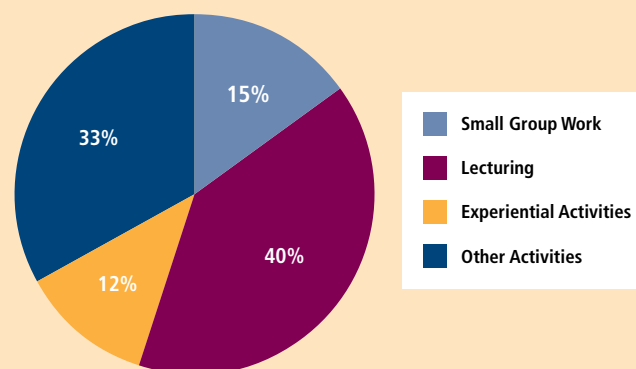
The Faculty Survey of Student Engagement (FSSE, pronounced “fessie”) measures faculty members’ expectations and practices related to student engagement in educational practices that are empirically linked with high levels of learning and development. The survey also collects information about how faculty members spend their time on professorial activities (Figure 10) and the kinds of learning experiences their institution emphasizes. FSSE results, especially when used in combination with NSSE findings, can identify areas of institutional strength as well as aspects of the undergraduate experience that may warrant attention. The information is intended to be a catalyst for productive discussions related to teaching, learning, and the quality of students’ educational experiences.

### FSSE Facts

- First national administration in 2003.
- Two survey options, both administered online.
- Average institutional response rate of greater than 50% every year.
- About 100,000 faculty responding from 465 different institutions since 2003.
- 24,450 faculty respondents from 162 institutions in 2007.

Find out more about FSSE at: [www.fsse.iub.edu](http://www.fsse.iub.edu)

Figure 10: Percentage of Class Time the Average Faculty Member Spends on Various Activities



*“BCSSE and NSSE results have helped guide our thinking and planning over the past two years as the campus engaged in a broad-based strategic planning process.”*

— Marianne D. Kennedy, Professor and Coordinator of Assessment and Planning, Southern Connecticut State University

## Beginning College Survey of Student Engagement

The Beginning College Survey of Student Engagement (BCSSE, pronounced “bessie”) measures entering first-year students’ high school academic and co-curricular experiences as well as their expectations for participating in educationally purposeful activities during the first year of college. It is designed as a companion to the National Survey of Student Engagement (NSSE).

BCSSE data can be used to inform the design of new student orientation programs, student support efforts, and other programmatic efforts aimed at improving student learning and success during the first year of college. BCSSE results also help shape initiatives that align the first-year experience of students with recognized effective educational practices.

BCSSE was officially launched in 2007 after three years of extensive pilot testing. During the summer months of 2007, 127 institutions across the United States and Canada distributed the survey to more than 100,000 first-year college students.

### BCSSE 2007 Facts

- 123 participating colleges and universities in 34 states and 4 Canadian institutions in 3 provinces.
- Entering first-year class size at these institutions ranged from 120 to over 7000.
- Two thirds of participating schools (68%) used the paper version and 32% the Web.

Find out more about BCSSE at: [www.bcsse.iub.edu](http://www.bcsse.iub.edu)

## Selected Results: Factors That Support Student Success

### Academic Advising

When done well, academic advising helps students to develop and act on meaningful educational plans and contributes to the institution's teaching and learning mission. NSSE consistently finds that almost three quarters of students (76% first-year students, 69% seniors) rate their advising experiences as good or excellent. To better understand the relationships between academic advising and student engagement, we asked 16 experimental questions in 2007 about the frequency and quality of students' contact with their academic advisor including the advisor's responsiveness and ability to provide accurate academic and career information. The results are based on 9,664 first-year (49%) and senior (51%) students at 27 colleges and universities. Students' experiences with academic advisors tend to be quite consistent across majors, grade level, gender, ethnicity, and enrollment status.

- About one in ten students (7% of first-year students, 11% of seniors) *never* met with their advisor in the current academic year (Figure 11).
- Students who met with their advisor more frequently were more satisfied with advising (Figure 12) and also were generally more satisfied with their institution.
- Part-time, female, and Caucasian students were less likely than full-time, male, and students of color to meet with their advisor.

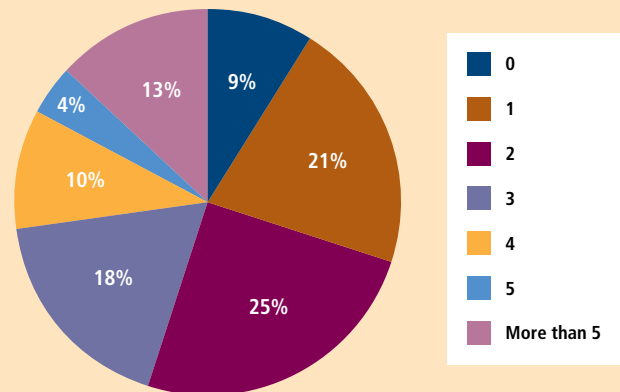
Meeting with one's academic advisor is important because:

- Students who met with their academic advisor at least twice during the current academic year were more engaged on all five NSSE benchmarks compared with other students.
- More frequent contact with the advisor also was related to greater self-reported gains in personal and social development, practical competence, and general education, and more frequent use of deep approaches to learning.

Advising can be improved, as:

- Two fifths of students (37% of first-year students, 44% of seniors) said that their advisor did not inform them of academic support services, such as tutoring.
- Two fifths of students (35% first-year students, 42% seniors) said that their advisor did not provide information about various educational options such as study abroad or national and international exchange programs.
- Seniors rated their advisors significantly lower than first-year students in the quality of career support and information about educational support services.

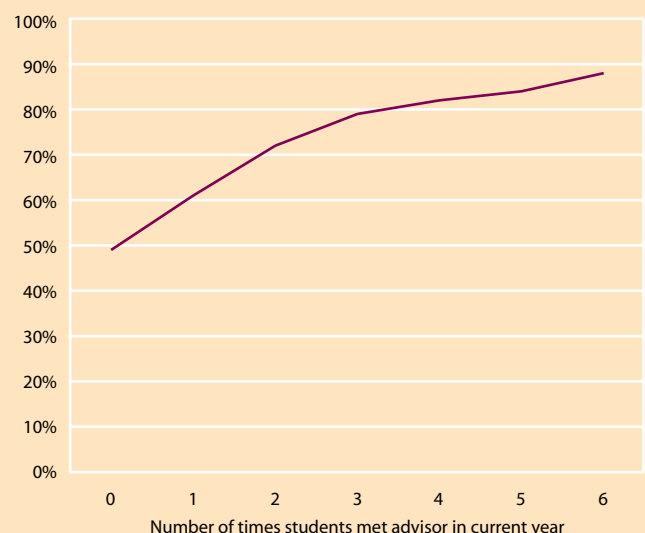
Figure 11: About how many times have you met with your academic advisor in the current academic year?



*"NSSE data have prompted a number of interventions including a reorganization of the College of Human Environmental Sciences first-year experience course to promote more active learning."*

— Pam Bowers, Director of University Assessment and Testing, Oklahoma State University

Figure 12: Percentage of "Good" or "Excellent" Ratings of Academic Advising by Number of Meetings with Advisor





## Support from Friends and Family

It is desirable that parents, relatives, friends, and significant others provide advice and support to students. At the same time, too much contact with family members and close friends from high school may inhibit student learning and development. For example, so-called “helicopter parents” are depicted as hovering over and insinuating themselves into many aspects of their student’s college life. To examine the nature and quality of the support college students receive from members of their support system, NSSE added questions about this and related issues to the 2007 online survey which were completed by 4,518 first-year and 4,644 senior students at 24 institutions.



Towson University

## Frequency of Contact

Table 7 shows the proportions of students who reported they had frequent contact with various members of their support network, whether face-to-face or via some electronic medium such as phone, e-mail, or text messaging.

- Seven of ten students communicated “very often” with at least one parent or guardian during the academic year.
- Electronic media were more common than face-to-face communication.
- The most popular member of the support network was the student’s mother, followed by father and siblings.

## Nature and Quality of Contact

- Students were most likely to talk with their mother about personal issues, academic performance and family matters.
- Academic performance was the most common discussion topic with fathers, while conversations with siblings and friends tended to be about personal, social, and family issues.
- About three quarters of all students frequently followed the advice of a parent or guardian, and more than four in ten students said they frequently followed the suggestions of siblings. Fewer were influenced frequently by friends (Table 8, p.25).

*“To respond to the national pressure for accountability we include NSSE data along with other information on a public ‘Drake Student Outcomes’ Web page.”*

— Rachel Dykstra Boon, Associate Director of Institutional Research, Drake University

**Table 7: Proportions of Students who had Frequent\* Contact with Social Support Network**

|  | First-Year        |                    | Senior            |                    |
|--|-------------------|--------------------|-------------------|--------------------|
|  | In-Person Contact | Electronic Contact | In-Person Contact | Electronic Contact |
| Mother                                 | 62%               | 86%                | 65%               | 86%                |
| Father                                 | 54%               | 71%                | 57%               | 73%                |
| Guardian                               | 55%               | 71%                | 53%               | 67%                |
| Siblings                               | 50%               | 62%                | 52%               | 67%                |
| HS friends attending same college      | 54%               | 53%                | 40%               | 43%                |
| HS friends attending different college | 39%               | 71%                | 32%               | 54%                |

\* Frequent = ‘Very often’ or ‘Often’

# Selected Results: Factors That Support Student Success (continued)

## Parental Involvement and Student Experiences

- 13% of first-year and 8% of senior students reported their parent or guardian frequently intervened on their behalf to help them solve problems they were having at the college. Another quarter of first-year and 21% of senior students said their parent or guardian *sometimes* intervened.
- Students whose parents intervened on their behalf reported higher levels of support.
- Parents who intervened did not differ from other parents in terms of education level.

Do interventions by family members blunt student engagement, learning and development during college? NSSE data suggest this may not be the case. Students with “helicopter” parents (those in frequent contact and frequently intervening on their student’s behalf) reported:

- Higher levels of engagement and more frequent use of deep learning activities.
- Greater gains on a host of desired college outcomes, and greater satisfaction with the college experience.

Although students with involved parents reported higher levels of engagement, deep learning and greater educational gains, they had significantly lower grades. Perhaps the reason some parents intervened was to support a student who was having academic difficulties – thus the correlation with lower grades. Unfortunately, we cannot determine the extent parental interventions were related to academic or other matters. It may also be that support from their highly involved parents encourages their lower performing student to engage in educationally purposeful activities.

*“NSSE has provided invaluable information to administrators, faculty, and staff across the seven University of Maine campuses needed to make changes to improve the student experience”*

— James H. Breece, Vice Chancellor for Academic and Student Affairs, University of Maine System

**Table 8:** Proportion of Students who Frequently\* Followed the Advice of Family Members and Friends

|  | First-Year | Senior |
|--|------------|--------|
| Mother                                 | 77%        | 73%    |
| Father                                 | 71%        | 69%    |
| Guardian                               | 71%        | 70%    |
| Siblings                               | 45%        | 44%    |
| HS friends attending same college      | 35%        | 27%    |
| HS friends attending different college | 39%        | 27%    |

Note: % of applicable responses  
\* Frequent = ‘Very often’ or ‘Often’

## Entering First-Year College Students

Supporting student success begins with understanding students’ high school experiences and expectations for the first college year. Preliminary data from the Beginning College Survey of Student Engagement – more than 25,000 students at 51 institutions – show that:

- More than two fifths said they earned A or A- high school grades on average, consistent with other national reports.
- 46% attended college within 100 miles of home; 34% study more than 200 miles from home.
- 45% of first-year students have no close friends attending the same institution. More than a third (36%) had two or more friends attending the same school.

Among the more important student behaviors associated with success in college is the time students devoted to academic activities. On average:

- Incoming first-year students expected to spend more hours preparing for class than any other activity during their first year of college; indeed, they expected to spend 50% more time preparing for class than they do relaxing or socializing.

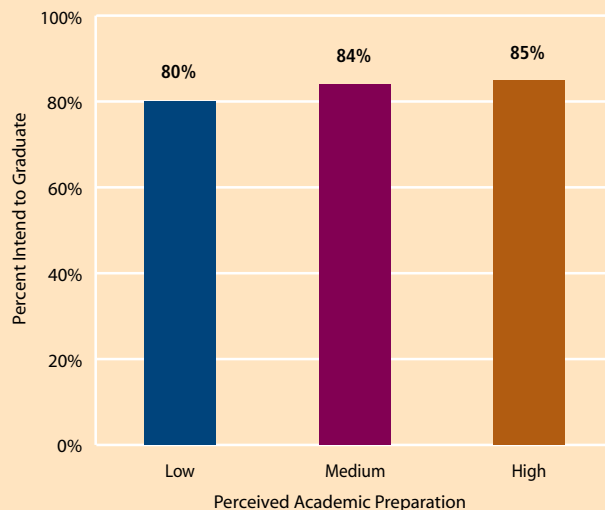
- Incoming first-year students expected to be more academically engaged in college than they were in their last year of high school.
- Students who expected to get A grades in college planned on spending about 20% more time preparing for class and expected to be more involved in co-curricular activities compared to students who expected to get grades of B- or lower.

### Academic Preparation

One important indicator of college readiness is the student's perception of their ability to succeed in college. BCSSE results reveal that:

- The majority of students with high levels of perceived academic preparation expected to earn As in college; a majority of students with low levels of perceived academic preparation expected to get Bs.
- High school academic preparation was positively related to high school academic engagement and expected academic college engagement.
- Students with high perceived academic preparation are more likely to intend to graduate from their current institution compared to those students with perceived low academic preparation (Figure 13).

**Figure 13: Intent to Graduate From Current Institution by Perceived Academic Preparation**



*"We share our NSSE results with the campus community in a variety of ways including a monthly newsletter and focus groups of faculty and students, at the all-faculty workshop, and with various committees."*

— Kay Schneider, Director of Assessment and Institutional Research, Concordia College (MN)



Western Connecticut State University

## Selected Results: Another Look at Gender

Last year's *Annual Report* concluded that for the most part men and women have similar educational experiences and that – where differences existed – women were more engaged academically and men devoted more time to non-academic activities. Such gender differences are noteworthy because they illuminate aspects of undergraduate education long associated with how women and men become involved in and make meaning of their experiences in the learning environment.

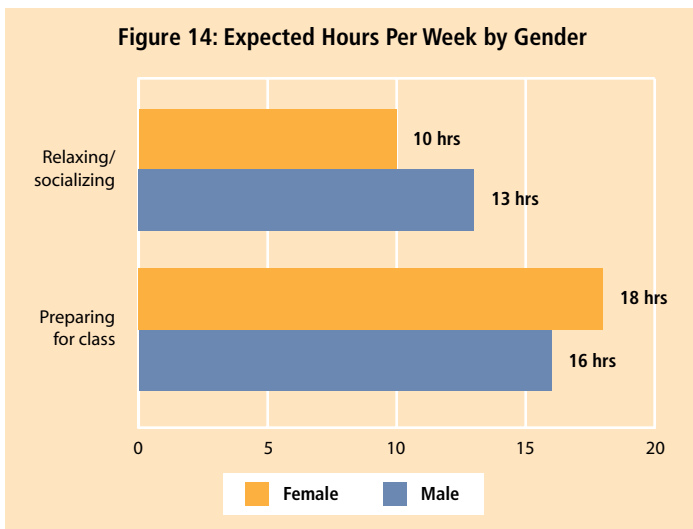
In this section, we take another look at gender, using data from the Beginning College Survey of Student Engagement (BCSSE) to explore gender differences in high school engagement and new student expectations for college. Then, we compare the learning experiences of men and women in science, technology, engineering and mathematics (STEM) fields.

### Gender Differences in High School Engagement and College Expectations

BCSSE data suggest that students arrive to college with gender-related behavioral patterns well established (Figure 14). For example:

- Females were more academically engaged and earned better grades in high school.
- Females have higher expectations for academic engagement in college and place more importance on a supportive campus environment with regard to both academics and social well-being.
- Males reported higher SAT and ACT scores, but expected to spend more time relaxing and socializing in the first year of college.

BCSSE and NSSE data show that gender differences that existed prior to college tend to persist as students move through postsecondary education.



### Gender Gap in Science, Technology, Engineering and Mathematics (STEM)

Women's under-representation in STEM fields and courses has long been a concern (Davis, et al., 1996; Nelson & Rogers, 2004). In general, the gender differences in engagement summarized in last year's *Annual Report* are also true for STEM majors. Table 9 shows *additional* activities and self-reported gains where differences exist. For example, female STEM majors:

- Did more memorizing and synthesizing in their coursework.
- Talked more about career plans and grades and assignments with faculty, and receive more frequent feedback from faculty.
- Discussed readings with others outside of class more often.
- Accrued greater gains in self-understanding and understanding people of other racial and ethnic groups.



Elon University

In contrast, male STEM students:

- More often tutored other students and work with classmates outside of the class on academic matters.
- Reported greater gains in solving complex, real-world problems, and in quantitative problem solving.

### The Final Take on Gender

Gender differences in undergraduate student engagement exist, but are generally small and mixed and begin long before college. The major area of concern is academic challenge where male college students were systematically less engaged. The differences illustrated above showing gender-related engagement warrant further investigation for the impact they may have on student learning and success. Institutions should identify aspects of the undergraduate experience where male and female students differ, and develop approaches that enhance the quality of education for all.



**Table 9: Additional Gender Differences in Activities and Self-Reported Gains in STEM Fields <sup>a</sup>**

| Males – Higher Engagement and Gains                                | Class | Male | Female |
|--|-------|------|--------|
| Tutored other students <sup>b</sup>                                | FY    | 23%  | 17%    |
|  | SR    | 32%  | 27%    |
| Worked with classmates outside of class <sup>b</sup>               | FY    | 50%  | 44%    |
|  | SR    | 67%  | 62%    |
| Gained in solving complex real-world problems <sup>c</sup>         | FY    | 59%  | 54%    |
|  | SR    | 65%  | 60%    |
| Females – Higher Engagement and Gains                              | Class | Male | Female |
| Memorizing fact, ideas or methods <sup>c</sup>                     | FY    | 66%  | 74%    |
|  | SR    | 58%  | 68%    |
| Synthesizing ideas, information, or experiences <sup>c</sup>       | FY    | -    | -      |
|  | SR    | 72%  | 78%    |
| Discussed readings with others outside of class <sup>b</sup>       | FY    | -    | -      |
|  | SR    | 58%  | 64%    |
| Talked about career plans with faculty <sup>b</sup>                | FY    | 27%  | 32%    |
|  | SR    | 38%  | 44%    |
| Discussed grades or assignments with instructor <sup>b</sup>       | FY    | -    | -      |
|  | SR    | 54%  | 60%    |
| Received prompt feedback from faculty <sup>b</sup>                 | FY    | -    | -      |
|  | SR    | 55%  | 62%    |
| Gained in writing clearly and effectively <sup>c</sup>             | FY    | 64%  | 71%    |
|  | SR    | 66%  | 71%    |
| Gained in understanding people of diverse backgrounds <sup>c</sup> | FY    | -    | -      |
|  | SR    | 41%  | 50%    |
| Gained in self-understanding <sup>c</sup>                          | FY    | 57%  | 61%    |
|  | SR    | 54%  | 60%    |

<sup>a</sup> These findings are “additional” to those summarized in the NSSE *Annual Report 2006*. For emphasis, only frequencies where meaningful differences were identified are shown.

<sup>b</sup> Frequently = Often or Very Often

<sup>c</sup> Substantially = Quite a bit or Very much.



University of Akron

*“We rely upon NSSE and FSSE data to encourage the campus community to take responsibility for student learning and engagement.”*

— Margaret W. Cohen, Associate Provost for Professional Development and Director of the Center for Teaching and Learning, University of Missouri–St. Louis

## Using NSSE Data

NSSE provides information that faculty, staff and others can use almost immediately to improve the quality of the undergraduate experience. Institutions such as Drake University and Florida International University (see examples below) triangulate students' NSSE results with additional information such as other national survey and institutional records to better understand who is at risk and the effects of various programs and practices. This section offers a sampling of different applications and interventions based on engagement results.

### General Education

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#### Drake University

Along with other sources of information, Drake University is using its NSSE results to assess its general education curriculum, specifically to examine areas such as service learning, multicultural understanding, and critical thinking skills. NSSE data are also expected to inform the review of capstone courses and other senior culminating experiences as the process moves forward. Drake participated in the inaugural administration of the Beginning College Survey of Student Engagement (BCSSE) and anticipates that BCSSE results combined with NSSE findings will provide instructive insight into the review of undergraduate advising. Finally, responding to the national interest in institutional accountability and transparency, Drake is participating in the NSSE-USA TODAY initiative and reporting NSSE data along with other information on its public "Drake Student Outcomes" Web page: [www.drake.edu/academics/Academics.php](http://www.drake.edu/academics/Academics.php).

#### Grand Valley State University

Seniors at Grand Valley State University reported lower gains on NSSE than their comparison groups in working effectively with others, solving complex real-world problems, and developing a personal code of ethics. These data were incorporated into the institution's "Claiming a Liberal Education" (CLE) campus change initiative, which is designed to align faculty and student

expectations with the goals of a liberal arts education. To estimate the impact of the CLE project, students in an advertising and public relations course collected additional information from students and faculty using their own locally developed surveys that elaborated on NSSE items. In addition, references to student engagement often emerge in discussions about culture change at the university, with faculty making such comments as, "I now require my students to make presentations because the NSSE seniors said they needed more help in speaking clearly and effectively." Student affairs staff used NSSE results to advance the collaboration between academic and student life and took the lead in establishing learning communities.

#### University of Georgia

The University of Georgia (UGA) Vice President for Instruction engaged in a series of *NSSE Campus Conversations* to discuss NSSE results with deans, departmental faculty, members of the Teaching Academy, the University Curriculum Committee, TA Mentors, the Student Government Association, academic advisors, and other groups on campus. In 2004, the Provost organized a Task Force that was charged "to explore questions related to whether the University has a rigorous intellectual climate, how students learn and should learn...and whether the University's general education requirements remain innovative and engaging for undergraduate students..." (*Report of the Task Force on General Education and Student Learning*, University of Georgia, August, 2005, Executive Summary). Although the Task Force members read and discussed many documents during their year of study, they noted in their Final Report that "perhaps the most influential document we examined was the 2003 report of the National Survey of Student Engagement (NSSE)" (*Task Force Report*, p. 2). Based on NSSE data and the *Report of the Task Force on General Education and Student Learning*, a number of initiatives have been introduced including an Office of Service Learning, expanded residential learning communities, additional resources allocated to writing programs, and a revised general education curriculum submitted to the University System Board of Regents.

### Intellectual Rigor and Active Learning

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#### Peace College

At Peace College, NSSE data are shared with all faculty members annually. The Curricular Issues Committee reviewed the student engagement results along with other information and suggested changes, which led to the College revising its liberal education requirements with the goal of increasing academic rigor. The 2007 NSSE data confirm that the students responded

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*"For several years we debated the need for substantive reform of our first-year curriculum. NSSE results provided evidence to persuade the faculty to change, and helped inform the new curriculum that we are now implementing."*

— Richard F. Vaz, Dean for Interdisciplinary and Global Studies, Worcester Polytechnic Institute

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favorably to the changes with Peace seniors scoring in the top 10% nationally and first-year students in the top 50% for level of academic challenge. Peace College also presents NSSE results to its governing board, summarizes the data on its Web site, and conveys the findings verbally to prospective students and parents. The College intends to share highlights from its 2007 performance on a postcard to be sent to friends of the college, potential donors, and prospective students.

### Worcester Polytechnic Institute

Worcester Polytechnic Institute (WPI) requires all undergraduates to complete three inquiry-based projects: one in the humanities and arts, one in their major, and one relating science and technology to social issues and human needs. Together, these projects emphasize independent research, critical thinking, communication, teamwork, and application of knowledge in real-world settings. More than 50% of WPI students complete at least one of these projects overseas, addressing open-ended problems for local organizations. Thus, it was no surprise that WPI's NSSE results indicate that seniors experience high levels of academic challenge, achievement, and engagement. However, NSSE also verified what many WPI faculty had suspected—first-year students at WPI were not as academically challenged as their senior counterparts at WPI or first-year students at other doctoral-intensive institutions.

Animated by this evidence in 2005, a commission on the first-year experience set forth five objectives: to encourage critical thinking, information literacy, and evidence-based writing; to engage first-year students with current events, societal problems, and human needs; to promote in each first-year student a personal foundation for lifelong learning; to cultivate a more intellectually stimulating environment at WPI; and to contribute to civic engagement and community partnerships. The following year, a faculty-appointed committee began developing a new first-year curriculum featuring interdisciplinary, inquiry-based seminars, better integration of the disciplines, and broader, more engaging introductions to major areas of study. NSSE indicators will be a key component of the assessment plan to evaluate the impact of these efforts.

### Mount St. Mary's University

Mount St. Mary's University in Maryland (MSMU) charged a committee to examine its 2006 NSSE results. The committee's report was shared with the Vice President of Academic Affairs (VPAA) and all faculty at a meeting. One of the follow-up actions was a dinner with senior students to address specific questions and concerns raised by NSSE results as well as discussions with



College of Charleston

alumni who graduated five years earlier. During the 2007-2008 year, academic departments will focus on ways to enhance the rigor of senior-level offerings and capstone experiences. In addition, MSMU intends to organize conversations about the amount of reading assigned and how to hold students accountable for completing assignments.

### Concordia College (MN)

Both times Concordia College administered NSSE, the results were shared with the campus community in a variety of ways. They included a monthly newsletter published by the Office of Assessment and Institutional Research, multiple focus groups of faculty and students, an all-faculty workshop, and various committees, such as the advisement committee, core committee, and faculty executive committee. Faculty and administrators are using the data to determine the efficacy of the College's new first-year experience program, which includes a new course, linkages between courses, and an enhanced new student orientation program. Faculty and student affairs administrators have used the survey results to understand students' experiences before and after the implementation of the first-year experience program and to better understand student and institutional factors that help explain persistence to the second year of college. Academic committees also reviewed NSSE findings when developing the capstone requirement in Concordia's new core curriculum. NSSE results also helped faculty suggest how to make appropriate use of active learning strategies in classes with large enrollments,

## Using NSSE Data (continued)

integrate research into capstone courses and study abroad, develop honors tracks for students in more majors, and expand opportunities for small groups of students to work with faculty.

### Hope College

Although Hope compares favorably with the NSSE national cohort on most measures, for several years the College has lagged behind other comparison groups, including the Carnegie Liberal Arts group and the Colleges that Change Lives consortium group. Hope College is focusing on two issues, one of which is academic engagement.

From 2003-2007, the College tracked Hope students on several NSSE items, one of which was the number of hours students study each week. After concluding improvement was needed, the College developed several strategies to address this, including: 1) devoting two faculty meetings to address student engagement (one an extended meeting, over dinner, with very high attendance), 2) a year-long commitment from the Academic Affairs Board to study this issue, with a request that every academic department provide a list of strategies to increase engagement, 3) student focus groups designed to add more depth to the survey data, and 4) a workshop for department chairs to share best practices for increasing student engagement. The results from the 2007 NSSE data indicated a marked increase in self-reported number of hours studying, whereby Hope students now report studying more than both comparison groups.

## Student Engagement Data Combined with Additional Information

### Austin Peay State University

Austin Peay State University (APSU) presented its NSSE findings to the University's deans, chairs, and directors, connecting student engagement information with data from the Cooperative Institutional Research Program and Your First College Year survey. After analyzing the responses of students majoring in education, the results were incorporated in the self-study prepared for the National Council for Accreditation of Teacher Education review. In addition, NSSE results have been considered in freshman seminar and orientation workshops and other first-year student initiatives. Student affairs program directors in health services and counseling use NSSE data to guide outreach programming. The University also has included its NSSE results in proposals prepared for external funding, such as Title III grants for expanding institutional capacity to serve low-income students.

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*"We've used our NSSE results to support major expansion of the learning communities, faculty development initiatives, and creation of a host of online student support tools including tutoring in math, statistics, and composition made accessible through a new Web network which was our BEAMS project."*

— Rosa L. Jones, Vice President for Student Affairs and Undergraduate Education, Florida International University

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### University of Nebraska – Lincoln

The University of Nebraska - Lincoln (UNL) administered NSSE in 2002, 2004, and 2007. The 2002 NSSE results contributed to two campus-wide reports about the experiences of faculty, staff, and students at UNL. The first report, *Intellectual Engagement and Achievement at UNL* ([www.unl.edu/svcaa/documents/blue\\_sky\\_report.pdf](http://www.unl.edu/svcaa/documents/blue_sky_report.pdf)) assessed how the experiences of faculty, staff, and students related to the goals identified in the 2000 benchmark report, *A 2020 Vision: The Future of Research and Graduate Education at UNL* ([www.unl.edu/svcaa/documents/2020report.pdf](http://www.unl.edu/svcaa/documents/2020report.pdf)). The second report, *Everyone a Teacher, Everyone a Learner*, addressed the effectiveness of first-year undergraduate orientation and transition programs ([www.unl.edu/svcaa/documents/everyone\\_a\\_learner.pdf](http://www.unl.edu/svcaa/documents/everyone_a_learner.pdf)). Both documents integrated NSSE results with other evidence, such as findings from UNL's Quality Performance Indicators and the Gallup Climate Survey. Specifically, NSSE results helped formulate questions that were used to lead student focus groups, as well as help in analyzing the feedback from faculty who teach first-year courses to formulate the conclusions and recommendations found in the two reports.

The 2004 NSSE findings informed the initiative to review and reform general education at UNL, verifying that learning outcomes and the structure of the existing general education program needed to be revisited. In addition, by increasing the NSSE sample size, UNL was able to provide each college with a detailed report of NSSE responses from their students. Some of the colleges shared the results with other constituent groups (students, alumni, faculty members) and all the colleges used the 2004 NSSE administration as benchmark data. UNL is also participating in the "Parsing the First-Year of College" national study that will analyze NSSE 2007 results in concert with other



data sources to develop a better understanding of the factors that influence students' learning and persistence.

## Program Improvement

### Florida International University

NSSE results from 2004 confirmed several issues that Florida International University (FIU) had identified from institutional data over the years. Specifically, students' perceptions of institutional support and engagement with faculty and peers were less than desired. NSSE findings indicated that different approaches were required to address the needs of FIU's largely commuter student body, a number of whom work many hours a week. Existing institutional resources were augmented by a Title V grant to increase student retention and participation in the Building Engagement and Attainment for Minority Students (BEAMS) project, which provided further campus visibility and national support to the effort through consultant input and two conferences.

Extensive programmatic initiatives have resulted. For example, learning communities staffed by faculty and peer mentors have been expanded to include summer entrants which comprise nearly half of beginning freshman cohorts. Transfer student orientation and advising have been enhanced. A major faculty development effort is underway to showcase how to increase student engagement in the learning process. A host of online student support tools are now available, including online live tutoring in math, statistics and composition, eMentoring, student-initiated online study groups and project teams, and mini-movies providing 24/7 supplementary instruction. These services are made easily accessible to students through a new Web network called the Virtual Student Center ([www.fiu.edu/~vsc](http://www.fiu.edu/~vsc)) which was developed as part of FIU's participation in the BEAMS project. Taken together, these efforts appear to have made a difference in student engagement, an increase in four-year graduation rates (17% to 24%), and an enhanced faculty awareness of their vital role in student success.

### University of Northern Kentucky

The University of Northern Kentucky (UNK) has administered NSSE four times. Each year, the results are reviewed by various departments and programs for setting priorities, recruiting, assessment, and program improvement. For example, the academic advising office uses NSSE data extensively to improve its services to all students and faculty advisors who need assistance in helping

students who are experiencing difficulty to get timely intervention to improve their chances of success. NSSE data also have been employed in discussions about developing a new and different approach to general education at UNK, as faculty examine the relative strengths and weaknesses of the program from the student's perspective. In addition, both the first-year experiences program and the undergraduate research program housed in the Office of Sponsored Programs use student engagement data to assess whether students are benefiting from these programs in the intended ways. Finally, NSSE findings have informed the University's strategic planning process to discern strengths, weaknesses, opportunities, and threats from a student perspective. As a predominantly undergraduate residential institution, UNK considers NSSE data to be indispensable to effective planning and it intends to continue using it to develop and implement action plans based on the institutional strategic plan.

## Student Services

### Rhodes College

At Rhodes College, a multi-disciplinary team of staff and faculty is redesigning student services "to create exceptional and memorable connections that delight students and make a critical difference in their Rhodes experience." The team used NSSE and FSSE results with data from a student satisfaction inventory, and surveys and focus groups of student leaders, faculty, and staff. Combining those data with breakthrough planning tools, the team uncovered specific disconnects in service delivery that negatively affected students and determined that



Rhodes College

## Using NSSE Data (continued)

the level of support for students provided by the institution was inconsistent with its high level of academic challenge. To make its services more student-centered, Rhodes introduced the College's first-ever summer orientation and a new events management process and system. Student services staff and faculty members are working with architects to renovate the former library building to be the new Burrow Student Services Center, which will house several interconnected service hubs intended to support student success, including admissions and financial aids, student development and academic services, career services, and student organization support.

### Using NSSE in Accreditation

Institutions can document their educational effectiveness and provide indirect evidence of student learning using their NSSE results. To demonstrate what institutional practices contribute to undergraduate education, about one third of NSSE users have incorporated student engagement results into their accreditation self-studies. Institutions have also used NSSE to benchmark effective practice, to demonstrate improvements resulting from assessment, and to guide future institutional improvement initiatives.

Accrediting agencies are the primary external group with which schools share NSSE results. The *Accreditation Toolkits*, available at [www.nsse.iub.edu/institute/?view=tools/accred](http://www.nsse.iub.edu/institute/?view=tools/accred), are specific to the six regional accreditation bodies and provide suggestions for incorporating student engagement results into accreditation reviews with an emphasis on mapping NSSE results to regional accreditation standards. The toolkits were updated in 2007 to reflect changes in regional standards and include new examples of how institutions in each region have used NSSE in their accreditation efforts. Finally, we have revised sample timelines to help institutions decide when and how often to collect student engagement data for integration into their accreditation process.

The following examples provide a flavor for how institutions are using student engagement data in the accreditation process.

#### College of Charleston

Prepared in March 2007 for the Southern Association of Colleges and Schools (SACS), the College of Charleston's (C of C) Quality Enhancement Plan (QEP), *Going Further Faster: College of Charleston's First Year Experience*, focuses on improving the first-year experience to support overall enhancement and redesign of the institution's general education program. Central to C of C's mission is its strong liberal arts and sciences tradition. Faculty participated in a series of discussions to define what this means at

this point in time. Their conclusions affirmed a deep commitment to liberal arts education goals:

1. A student-centered focus that highly values student-faculty interaction.
2. Student learning contains a core of common outcomes based on common requirements.
3. Professional education is enhanced by the common core that students acquire.

A major initiative of the redesign was to develop a new common core for the general education program. The initial phase of this process included analyses of results to identify where first-year students had scored above and below average on the NSSE benchmarks of effective educational practice. These analyses were then integrated with other internal and national assessment tools.

In addition to a new common core, The First-year Experience plan of the QEP includes the creation of Learning Communities and First-Year Seminars. Students can choose between the two curricular options enhanced by orientation, advising, residence life, and programs provided by other student support groups. C of C believes that Learning Communities will foster interdisciplinary study, student interaction with faculty and each other, service learning and assignments to develop writing and reading skills, thereby providing numerous opportunities for students to integrate their social and academic experiences. NSSE results will be used as an indirect assessment tool to track improvements in many of these areas as well as student awareness of library and academic support services.

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*"Student engagement is part of our strategic plan and woven through our Quality Enhancement Plan for the reaffirmation of our accreditation through SACS, 'Engaging Students in a Culture of Scholarship.'"*

— John T. Masterson, Executive Vice President and Provost,  
Texas Lutheran University

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#### Kennesaw State University

Kennesaw State's (KSU) Quality Enhancement Plan (QEP) for 2007-2012, "Global Learning for Engaged Citizenship" is a "five-year plan ...to raise global learning to the top tier of KSU's educational priorities and outcomes." The plan relies heavily on longitudinal

assessment of NSSE data as well as “nuggets” from 2005 NSSE results to provide baseline evidence of KSU’s impact on student learning outcomes. KSU’s QEP contains ten goals with related action plans and strategies for assessing progress. For example, analyses of NSSE scores from 2004, 2005, and 2006, indicated that KSU students did not study abroad, experience diversity, or study foreign language at the desired levels to attain KSU’s global learning goals. Goals 1-9 of the plan concentrate on strengthening leadership, financial, and infrastructure commitments “to the promotion and interaction of visibility and awareness of the importance of global learning,” and to enhancing student success programs. The action plan for Goal 10, “Campus-wide Engagement in Global Learning Will Increase Greatly,” focuses on assessing the summative impact of Goals 1-9 and includes biennial participation in NSSE through 2012. Survey responses of KSU seniors will be used for trend analysis and to show gains in targeted areas.

#### St. John’s University (NY)

Over the past ten years, St. John’s University has focused on creating a culture of assessment in academic areas as well as in operations and student services. As part of its self-study for reaccreditation from the Middle States Commission and to support the four goals of its current strategic plan, St. John’s has formalized using a variety of instruments including NSSE and FSSE to assess the effectiveness of its educational environment. Specifically, data for the five NSSE benchmarks are used over time to study the quality of the student learning experience under Goal I, “Develop our Academic and Institutional Culture to be Student-Centered and Committed to Lifelong Learning.” NSSE data on student involvement in community service, and student responses to survey questions related to personal values and ethics are used to assess how well St. John’s is fulfilling its Vincentian mission. In addition, data collected from the NSSE survey on student- and course-related use of technology provide evidence that St. John’s supports and fosters student proficiency in computer-related skills.

#### The University of Texas at Arlington

The University of Texas at Arlington (UTA) used its NSSE and FSSE results to identify the key issues to be addressed in developing its QEP for SACS. For example, a gap between faculty and students in their perception of active learning (the focus of the QEP) was revealed. This analysis, along with other institutional assessments, led to the conclusion that systematic, university-wide intervention in the classroom would enhance students’ ability to make better use of current active learning efforts put forth by faculty. UTA also uses NSSE to examine the impact of the 12 pilot projects in its QEP on the development of higher order thinking skills among students. Annual NSSE testing will include an oversample of the students

in these pilot project classes in order to (1) help assess the impact of active learning pedagogies, and (2) compare the results against students who were in classes that did not employ extensive active learning techniques.

#### Marywood University (PA)

The theme for Marywood University’s 2004-05 self-study for the Middle States Commission on Higher Education (MSCHE) was “becoming a university.” After the MSCHE accreditation visit in 1996, Marywood’s president called for expanded assessment activity headed up by the Institutional Research and Planning Office. An Outcomes Assessment Group (OAG) made up of deans, faculty members, and administrators used NSSE data as one of several assessment tools to provide evidence that Marywood supported an effective learning environment and to examine how attaining university status affected academic standards. When major restructuring was finalized in 2003, the new self-study was well-timed to assess the effectiveness of these initiatives and institutional changes. The goals of the 2004-05 self-study were to: “(1) integrate the self-study with institutional planning and assessment activities, (2) evaluate the progress Marywood has made in becoming a university, and (3) identify vital issues, resources, and expectations for the future to provide input for the next stage of strategic planning.” (*Marywood Self-Study Report*, p.1).

#### NSSE Results Used for Specific MSCHE Standards

NSSE results were particularly useful as evidence to support several standards in Marywood’s self-study report. For example:

##### Standard 1- Mission, Goals and Objectives

A major component of Marywood’s mission is to provide a “welcoming community” for students. Student satisfaction with institutional support of co-curricular activities, orientation events to acclimate new students, special departmental programs, and active involvement of the community is reflected in Marywood’s 2004 NSSE results. In the same year, Marywood also participated in a NSSE consortium of Catholic colleges. A “Mission Perception Inventory” (MPI) of 17 additional items to assess students’ awareness of institutional mission was added to the standard NSSE survey. The *2004 Mission Perception Inventory Report* used transcripts and NSSE scores as evidence of student awareness of the value of outside of classroom experiences, service learning, and volunteering. The success of Marywood’s focus on community is reflected as well in Marywood’s retention and completion rates.

The NSSE Institute for Effective Educational Practice assists institutions and other organizations in using student engagement data to improve student learning and institutional effectiveness. Since its inception in 2003, NSSE Institute associates have completed a major national study of high-performing colleges and universities, made dozens of presentations at national and regional meetings, worked with several campuses to enhance student success, and held seven NSSE Users Workshops.

## Assistance to Institutions, State Systems, and Organizations

Working with institutions, state systems, and organizations helps advance the productive use of student engagement data and related information and allows NSSE staff to gain first-hand accounts of how campuses and systems use NSSE results. In the past year, NSSE Institute associates have:

- Designed several half-day workshops and day-long retreats with administrators of several universities in the US and Canada to review their NSSE and FSSE data and identify institutional policies and practices that promote and inhibit student persistence and academic success.
- Reviewed student engagement data with small groups of faculty, administrators, and staff at colleges and universities to identify areas where the institutions could focus to improve student engagement.
- Presented a workshop at a system-level conference for faculty members interested in using NSSE data in their scholarship of teaching projects.
- Conducted a workshop on effective educational practice, assessment, and using NSSE and FSSE data for institutional teams at two state system conferences on student engagement.
- Worked with teams from dozens of colleges and universities that participated in regional workshops (Texas, Illinois, Florida, Oklahoma, Connecticut, Kansas, and Nevada) on using NSSE and FSSE results for accreditation and institutional improvement initiatives.

## User Workshops

The Spring NSSE Users Workshop co-hosted by Wichita State University, Friends University, and Newman University, was held on April 19-20, 2007, on the Wichita State campus. The event drew 78 institutional representatives from 32 colleges and universities and included faculty, staff, and administrators with commitments and responsibilities for enhancing the quality of the undergraduate learning experience. The sessions focused on topics such as using NSSE data for new and experienced users,

multiple-year analyses of NSSE data, student response rate and nonresponse error, the characteristics and level of engagement of students at urban universities, and ways to compare NSSE and FSSE data. Workshop participants also took advantage of opportunities for individual consultations with NSSE staff.

The fall workshop was held at the University of Nevada, Reno, on Tues. and Wed., October 16-17, 2007. Presentations from the workshop are available on the NSSE Institute Web site, [www.nsse.iub.edu/institute/index.cfm?view=services/workshops/index](http://www.nsse.iub.edu/institute/index.cfm?view=services/workshops/index).

## Using NSSE Data to Achieve Positive Outcomes in Student Affairs

Student affairs professionals are using NSSE data to:

- 1) Learn more about students' views of the learning environment by year in school, commuter or residential status, and racial and ethnic background.
- 2) Identify shortfalls in student engagement to address through strategic planning initiatives.
- 3) Inform efforts to support first-year students' transition to college through summer advising and orientation.

How can student affairs staff benefit from NSSE data? Consider the following examples:

Bellarmine University student affairs staff used NSSE data to learn about students' experiences with its internship programs. First-year students indicated they wanted to do internships, but seniors reported having not completed one. Knowing about students' interests helped the campus realize there were gaps in communicating about these opportunities. More campus advertising and overall focus on the internship program have increased participation.

At Western Oregon University, many residential students left campus each weekend, creating the ubiquitous "suitcase" effect. Because NSSE was administered to all students (residential and off-campus), administrators were able to examine item-level results to identify ways to encourage residential and commuter students to stay on campus by augmenting popular programming and eliminating outdated initiatives.

Northern Arizona University residence life staff wanted to compare and contrast the experiences of residents in a living-learning center versus more traditional housing. The institution requested an oversample to include students living in learning communities to monitor success of the interventions.



## DEEP Practice Briefs

Presidents, senior academic affairs and student affairs administrators, faculty members, and governing boards often have little time to read volumes of materials, even when they offer practical advice. For this reason, we have prepared more than a dozen briefs: four-page documents that summarize key findings from the strong-performing colleges in the Documenting Effective Educational Practice (DEEP) Project for specific campus audiences. DEEP Practice Briefs can be downloaded from the NSSE Web site: [www.nsse.iub.edu/institute/index.cfm?view=deep/briefs](http://www.nsse.iub.edu/institute/index.cfm?view=deep/briefs).

## Sharing NSSE Results in Admissions and with Prospective Students

The NSSE *Pocket Guide to Choosing a College* was created to help prospective college students and their families ask important questions during the college search and decision-making process. This year we introduced a new one-page report, “What Students Are Saying About Their...Experience.” This report displays institutions’ NSSE 2007 results in an accessible, attractive format that aligns with questions posed in the *Pocket Guide*. The *Pocket Guide* and the report may be of particular interest to admissions professionals. College admission offices may request up to 300 free *Pocket Guides* per year.

In addition to being a helpful tool in college admissions, this initiative is designed to promote and facilitate public reporting of NSSE results. More details and a PDF version of the guide are available on the NSSE Web site, [www.nsse.iub.edu/html/pocket\\_guide\\_intro.cfm](http://www.nsse.iub.edu/html/pocket_guide_intro.cfm).

## New NSSE User Tool: Contextualizing Your NSSE Data

A new resource is available for institutional researchers and administrative staff to facilitate use of their NSSE data. *A Guide to Contextualizing Your NSSE Data: Cognitive Interviews and Focus Groups* outlines how to use adapted qualitative survey design and development techniques such as cognitive research testing and focus groups to provide a more contextualized understanding of survey responses. This step-by-step guide to conducting cognitive interviews and focus groups can help institutions develop a deeper understanding of their NSSE data. The guide is available on the NSSE Web site: [www.nsse.iub.edu/pdf/Cognitive\\_interviews\\_facilitation\\_guide.pdf](http://www.nsse.iub.edu/pdf/Cognitive_interviews_facilitation_guide.pdf).

## Updated Accreditation Toolkits

One of the most common institutional uses of NSSE data is for accreditation. NSSE data can be used in all components of the accreditation process: self-studies, during visits by peer

evaluators, and in response to accrediting body requests for improvement or additional evidence of student learning. The NSSE *Accreditation Toolkits* suggest ways to map specific items from the NSSE instrument to regional accreditation board standards. The toolkits were updated in 2007 to reflect changes in the standards for several regional accrediting organizations and to include recent examples of how institutions have used their NSSE data for accreditation. NSSE Institute staff are also creating accreditation toolkits that map NSSE survey items to specialized, professional accreditation standards, including the National Council for Accreditation of Teacher Education (NCATE), the Association to Advance Collegiate Schools of Business (AACSB), and the Accreditation Board for Engineering and Technology (ABET).

## Research Initiatives

Two research initiatives funded by the Teagle Foundation are designed to advance assessment in undergraduate education. The first project will provide insights into faculty-driven assessment approaches that promote rigorous, systematic assessment of the quality of undergraduate education in the liberal arts, and document the use of existing assessment models and tools in liberal arts colleges to develop a culture of evidence on campus. The second project, Assessing Deep Approaches to Learning, is a Teagle Improved Assessment Methods Grant aimed at establishing the relationships between deep approaches to learning, critical thinking skills and dispositions, and reflective judgment. The NSSE survey, which contains a measure of deep approaches to learning, is being administered along with the California Critical Thinking Skills Test, the California Critical Thinking Disposition Inventory, and the Reasoning about Current Issues Test at Indiana University Bloomington and two other campuses. The project will help validate a component of the NSSE instrument by connecting deep learning processes to valued educational outcomes.

### Getting Faculty Better Acquainted with NSSE Data

*Working with NSSE Data: A Facilitator’s Guide* is an instructional manual designed to help institutional leaders share NSSE data with campus stakeholders. Sharing of results at retreats, professional development workshops, and task force meetings can help faculty and staff better understand, interpret and act on NSSE data. Copies of the Facilitator’s Guide are available on the NSSE Web site, [www.nsse.iub.edu/pdf/Facilitators%20Guide%202006.pdf](http://www.nsse.iub.edu/pdf/Facilitators%20Guide%202006.pdf).

## Looking Ahead

In the Foreword of this *Annual Report*, Peter Ewell noted four cornerstone features of NSSE that are essential for the project to continue to be a useful, accurate barometer of an institution's educational effectiveness. We pledge to maintain and strengthen these distinctive threads in NSSE's culture and operations.

The first, grounding our work in decades of research, is NSSE's *raison d'être*. Two current ventures promise to yield additional instructive information about the relationships between student engagement, student success, and institutional performance. They are the Wabash National Study of Liberal Arts Education and Penn State's Parsing the First Year of College study funded by the Spencer Foundation, both of which are using NSSE as part of a battery of instruments. Consistent with previous research, preliminary findings from the Wabash National Study show significant effects of engagement on desired outcomes such as critical thinking, moral reasoning, and openness to diversity among other intellectual and personal development gains.

The second distinctive feature is how NSSE is administered. Indeed, much of NSSE's success is due to the exceptional work of the Indiana University Center for Survey Research (CSR). NSSE and CSR staff will continue to adapt and refine the most promising survey research approaches and experiment with ways to minimize any deleterious impact on data quality associated with declining response rates.

Third, from the very beginning NSSE intentionally pursued a passion for getting better every year – to make our reports more accessible and to suggest how the information can be used by different groups to further student learning. We will continue to seek ways to improve our products and services with an eye toward making student engagement results even easier to understand and apply by people, on and off the campus.

Finally, NSSE's growth and contribution to the national assessment, accountability and improvement agenda are a function of its value to those who use it. We remain committed to working closely with colleagues at different types of colleges and



West Texas A&M University

**We will remain true to our mission of providing actionable data that can be used to create the conditions that enable all students to succeed in college**

universities to learn how they are using student engagement data to enhance the quality of the student experience and then sharing what we learn with others.

A lot has changed in NSSE's eight years, especially in terms of the public's expectations for institutional transparency and the willingness of colleges and universities to respond. The Voluntary System of Accountability sponsored by the National Association of State Universities and Land-Grant Colleges and the American Association of State Colleges and Universities is one example; another is the NSSE - *USA TODAY* invitation for institutions to post their student engagement benchmark scores on the *USA TODAY* college Web site. Just two years ago entertaining such prospects would have been fanciful.

Under the leadership of NSSE's new director, Alex McCormick, we are committed to helping institutions and other interested parties develop appropriate, responsible ways to publicly report their NSSE results and other meaningful information about student and institutional performance. At the same time, we will remain true to our mission of providing actionable data that can be used to create the conditions that enable all students to succeed in college. We look forward to working with you on these important efforts.

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*"NSSE complements our existing data sources to provide a more complete picture, and has been a catalyst on our campus for rethinking and reimagining the undergraduate learning experience."*

— Brian D. Pettigrew, Assistant Vice President  
(Institutional Research & Planning) & Registrar,  
University of Guelph, Guelph, Ontario, Canada.

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For a list of research articles, conference presentations, and other works, see [www.nsse.iub.edu/html/researchers.cfm](http://www.nsse.iub.edu/html/researchers.cfm).



Friends University



# Benchmarks of Effective Educational Practice

To represent the multi-dimensional nature of student engagement at the national, sector, and institutional levels, NSSE developed five indicators or Benchmarks of Effective Educational Practice:

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

To facilitate comparisons across time, as well as between individual institutions and types of institutions, each benchmark is expressed as a 100-point scale.

Pages 37 through 46 show percentile distributions of student benchmark scores and frequency distributions of the individual items that comprise each of the benchmarks. These statistics are presented separately by class standing for each of the 2005 Basic Carnegie Classification groups and for the entire U.S. NSSE 2007 cohort of colleges and universities. Also included are results for schools that scored in the top 10% of all U.S. NSSE 2007 institutions<sup>1</sup> (58 schools) on the benchmark. The pattern of responses among these “Top 10%” institutions sets a high bar for schools aspiring to be among the top performers on a particular benchmark.

## Sample

These results are based on responses from 149,181 first-year and 148,902 senior students who were randomly sampled from 587 four-year colleges and universities in the U.S.

**Many institutions are an exception to the general principle that “smaller is better” in terms of student engagement.**

## Weighting

Student cases in the percentile distributions and frequency tables are weighted within their institution by gender and enrollment status (full-time, less than full-time). Cases are also weighted between institutions by undergraduate enrollment to ensure that students from a single institution contribute to the figures in the same proportion as if every first-year and senior student from that institution responded to the survey.

## Interpreting Scores

When interpreting benchmark scores keep in mind that individual student performance typically varies much more *within* institutions than average performance does *between* institutions. Many students at lower scoring institutions are *more engaged* than the typical student at top scoring institutions. An average benchmark score for an institution may say little about the engagement of an individual student with certain characteristics. For these reasons, we recommend that institutions disaggregate results and calculate scores for different groups of students.

As in previous years, students attending smaller schools with a focus on arts and sciences have higher scores across the board on average. However, some large institutions are more engaging than certain small colleges in a given area of effective educational practice. Thus, many institutions are an exception to the general principle that “smaller is better” in terms of student engagement. For this reason, it is prudent that anyone wishing to estimate collegiate quality review institution-specific results.



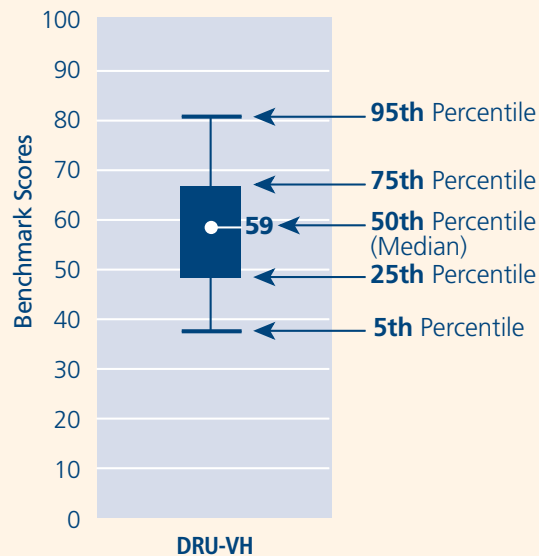
Earlham College

## Percentile Distributions<sup>2</sup>

Percentile distributions are shown in a modified “box and whiskers” type of chart with an accompanying table. For each group of institutions, the charts and tables show students’ scores within the distribution at the 95th, 75th, 50th (median), 25th, and 5th percentiles. The dot signifies the median – the middle score that divides all students’ scores into two equal halves. The rectangular box shows the 25th to 75th percentile range, the middle 50% of all scores. The “whiskers” on top and bottom are the 95th and 5th percentiles, showing a wide range of scores but excluding outliers.

This type of information is more meaningful than simple point estimates such as means or medians. One can see the range and variation of student scores in each category, and also where mid-range or normal scores fall. At the same time one can see what range of scores are needed (i.e., 75th or 95th percentile) to be a top performer in the group.

### Guide to Benchmark Figures



### Notes

- 1 To derive the top 10% categories, institutions were sorted according to their precision-weighted scores. Precision-weighting adjusts less reliable scores toward the national mean.
- 2 A percentile is a score within a distribution below which a given percentage of scores is found. For example, the 75th percentile of a distribution of scores is the point below which 75 percent of the scores fall.

## Frequency Tables

Following each set of percentile distributions is a table of frequencies based on data from 2007. These tables show the percentages of student responses to the survey items that contribute to the benchmark. The values listed are column percentages.

For more details on the construction of the benchmarks, visit our Web site at [www.nsse.iub.edu/2007\\_Institutional\\_Report/](http://www.nsse.iub.edu/2007_Institutional_Report/).

### Carnegie 2005 Basic Classifications

|                   |   |
|-------------------|---|
| <b>DRU-VH</b>     | Research Universities (very high research activity)   |
| <b>DRU-H</b>      | Research Universities (high research activity)        |
| <b>DRU</b>        | Doctoral/Research Universities                        |
| <b>Master's-L</b> | Master's Colleges and Universities (larger programs)  |
| <b>Master's-M</b> | Master's Colleges and Universities (medium programs)  |
| <b>Master's-S</b> | Master's Colleges and Universities (smaller programs) |
| <b>Bac-AS</b>     | Baccalaureate Colleges–Arts & Sciences                |
| <b>Bac-Div</b>    | Baccalaureate Colleges–Diverse Fields                 |

[www.carnegiefoundation.org/classifications/](http://www.carnegiefoundation.org/classifications/)



Level of Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by setting high expectations for student performance.

Key

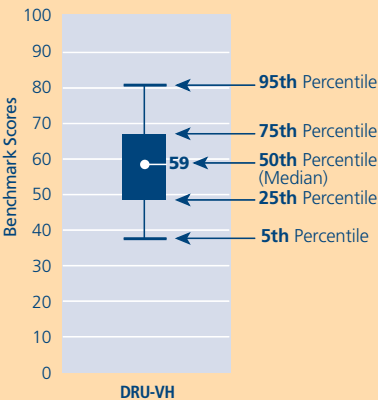


First-Year Students

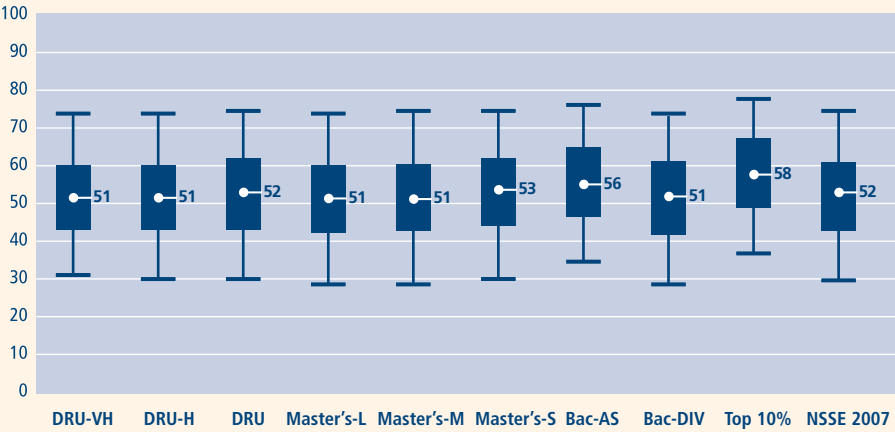


Seniors

Guide to Benchmark Figures



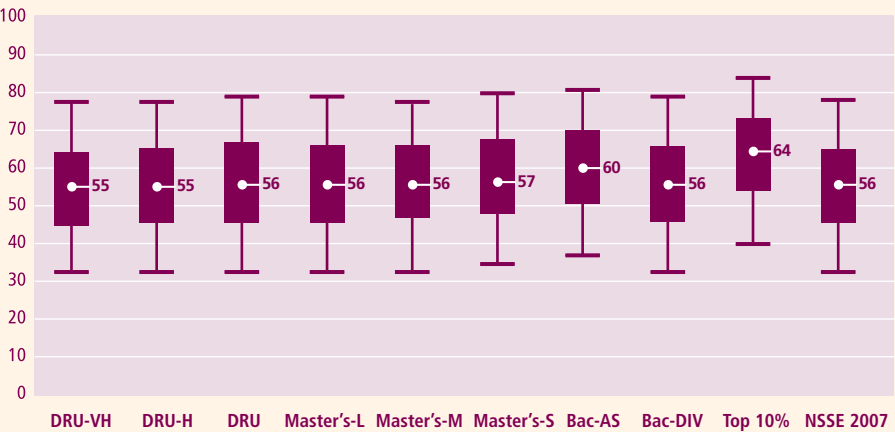
Benchmark Scores First-Year Students



Percentiles First-Year Students

|        | DRU-VH | DRU-H | DRU | Master's-L | Master's-M | Master's-S | Bac-AS | Bac-DIV | Top 10% | NSSE 2007 |
|--------|--------|-------|-----|------------|------------|------------|--------|---------|---------|-----------|
| 95th % | 73     | 73    | 74  | 73         | 74         | 74         | 77     | 73      | 78      | 74        |
| 75th % | 60     | 60    | 62  | 60         | 60         | 62         | 65     | 61      | 67      | 61        |
| Median | 51     | 51    | 52  | 51         | 51         | 53         | 56     | 51      | 58      | 52        |
| 25th % | 43     | 43    | 43  | 42         | 42         | 44         | 47     | 42      | 49      | 43        |
| 5th %  | 31     | 30    | 30  | 29         | 29         | 30         | 34     | 29      | 37      | 30        |

Benchmark Scores Seniors



Percentiles Seniors

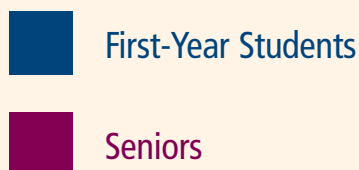
|        | DRU-VH | DRU-H | DRU | Master's-L | Master's-M | Master's-S | Bac-AS | Bac-DIV | Top 10% | NSSE 2007 |
|--------|--------|-------|-----|------------|------------|------------|--------|---------|---------|-----------|
| 95th % | 78     | 78    | 79  | 79         | 78         | 80         | 81     | 79      | 84      | 78        |
| 75th % | 64     | 65    | 67  | 66         | 66         | 67         | 70     | 66      | 73      | 65        |
| Median | 55     | 55    | 56  | 56         | 56         | 57         | 60     | 56      | 64      | 56        |
| 25th % | 45     | 46    | 46  | 46         | 47         | 48         | 51     | 46      | 54      | 46        |
| 5th %  | 32     | 32    | 32  | 32         | 32         | 34         | 37     | 32      | 40      | 32        |

| First-Year Students Seniors (in percentages)   |                   | DRU-VH | DRU-H | DRU   | Master's-L | Master's-M | Master's-S | Bac-AS | Bac-DIV | Top 10% | NSSE 2007 |
|--|-------------------|--------|-------|-------|------------|------------|------------|--------|---------|---------|-----------|
| Number of assigned textbooks, books, or book-length packs of course readings   | None              | 1 2    | 1 1   | 1 1   | 1 1        | 1 1        | 1 1        | 0 1    | 1 1     | 1 1     | 1 1       |
|  | Between 1 and 4   | 19 27  | 21 29 | 22 28 | 23 29      | 27 30      | 22 26      | 13 18  | 25 29   | 13 16   | 22 28     |
|  | Between 5 and 10  | 46 39  | 46 40 | 43 39 | 45 39      | 43 38      | 39 38      | 36 35  | 43 39   | 38 31   | 44 39     |
|  | Between 11 and 20 | 25 21  | 23 19 | 24 20 | 22 19      | 20 19      | 26 21      | 34 27  | 21 19   | 31 28   | 24 20     |
|  | More than 20      | 9 12   | 9 11  | 10 12 | 9 12       | 10 12      | 12 14      | 17 19  | 10 12   | 17 24   | 10 12     |
| Number of written papers or reports of 20 PAGES OR MORE  | None              | 86 53  | 84 52 | 83 51 | 82 50      | 80 50      | 79 49      | 83 39  | 81 50   | 76 33   | 83 51     |
|  | Between 1 and 4   | 11 39  | 12 40 | 13 40 | 13 41      | 14 42      | 15 43      | 14 53  | 14 42   | 18 52   | 13 41     |
|  | Between 5 and 10  | 2 5    | 2 6   | 2 7   | 3 6        | 3 6        | 3 6        | 2 6    | 3 6     | 4 9     | 3 6       |
|  | Between 11 and 20 | 1 1    | 1 1   | 1 2   | 1 2        | 1 1        | 2 1        | 1 1    | 2 1     | 2 3     | 1 2       |
|  | More than 20      | 1 1    | 1 1   | 1 1   | 1 1        | 1 1        | 1 1        | 1 1    | 1 1     | 1 3     | 1 1       |
| Number of written papers or reports BETWEEN 5 AND 19 PAGES   | None              | 17 10  | 14 11 | 12 9  | 15 9       | 18 9       | 14 7       | 7 4    | 16 9    | 7 3     | 15 9      |
|  | Between 1 and 4   | 54 46  | 54 47 | 52 44 | 54 45      | 53 46      | 53 42      | 49 35  | 55 45   | 44 31   | 53 45     |
|  | Between 5 and 10  | 23 31  | 25 29 | 28 31 | 24 31      | 21 30      | 25 34      | 33 39  | 22 31   | 35 40   | 24 31     |
|  | Between 11 and 20 | 5 10   | 6 10  | 7 11  | 6 11       | 6 11       | 6 13       | 10 16  | 6 11    | 12 18   | 6 11      |
|  | More than 20      | 1 4    | 1 4   | 1 4   | 1 4        | 1 4        | 2 5        | 2 5    | 2 4     | 3 8     | 1 4       |
| Number of written papers or reports of FEWER THAN 5 PAGES  | None              | 4 6    | 3 7   | 3 6   | 3 8        | 3 7        | 3 7        | 2 4    | 4 7     | 3 6     | 3 7       |
|  | Between 1 and 4   | 35 33  | 32 36 | 32 34 | 33 36      | 32 34      | 28 30      | 22 28  | 29 33   | 24 28   | 32 35     |
|  | Between 5 and 10  | 34 29  | 34 27 | 35 28 | 34 27      | 35 26      | 33 28      | 35 30  | 32 26   | 33 29   | 34 28     |
|  | Between 11 and 20 | 19 18  | 20 17 | 20 17 | 20 16      | 20 17      | 22 20      | 26 21  | 21 19   | 25 20   | 20 17     |
|  | More than 20      | 9 14   | 10 13 | 11 14 | 10 13      | 10 15      | 14 15      | 15 17  | 14 15   | 16 17   | 11 14     |
| Coursework emphasized: ANALYZING the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components                            | Very little       | 2 2    | 2 1   | 2 2   | 2 2        | 3 1        | 3 1        | 2 1    | 3 2     | 1 1     | 2 2       |
|  | Some              | 20 15  | 20 14 | 20 14 | 22 15      | 21 15      | 19 14      | 15 11  | 23 15   | 13 7    | 20 15     |
|  | Quite a bit       | 46 43  | 46 44 | 45 43 | 45 43      | 45 43      | 46 44      | 44 41  | 45 44   | 42 37   | 45 43     |
|  | Very much         | 32 40  | 32 40 | 33 41 | 30 40      | 30 41      | 32 40      | 39 48  | 29 39   | 44 54   | 32 40     |
| Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships   | Very little       | 4 4    | 5 4   | 5 4   | 5 4        | 5 3        | 5 2        | 3 2    | 6 3     | 3 1     | 5 4       |
|  | Some              | 30 24  | 29 24 | 29 22 | 31 23      | 30 22      | 28 21      | 24 17  | 31 23   | 21 12   | 30 23     |
|  | Quite a bit       | 42 41  | 42 41 | 41 41 | 42 41      | 42 41      | 41 43      | 43 40  | 42 41   | 42 38   | 42 41     |
|  | Very much         | 24 32  | 24 31 | 25 34 | 23 33      | 23 34      | 26 35      | 29 40  | 22 33   | 34 48   | 24 33     |
| Coursework emphasized: MAKING JUDGMENTS about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions | Very little       | 6 6    | 7 6   | 5 5   | 5 5        | 6 4        | 5 4        | 4 4    | 6 4     | 4 3     | 6 5       |
|  | Some              | 31 26  | 28 25 | 28 23 | 28 23      | 27 23      | 26 22      | 25 21  | 29 23   | 24 16   | 29 24     |
|  | Quite a bit       | 41 38  | 41 40 | 41 39 | 41 40      | 42 40      | 43 41      | 43 41  | 41 40   | 41 38   | 41 39     |
|  | Very much         | 22 29  | 24 30 | 26 33 | 25 32      | 24 33      | 27 33      | 28 35  | 24 33   | 31 43   | 24 31     |
| Coursework emphasized: APPLYING theories or concepts to practical problems or in new situations  | Very little       | 4 3    | 4 3   | 4 3   | 4 3        | 4 3        | 4 2        | 3 2    | 4 2     | 3 2     | 4 3       |
|  | Some              | 23 19  | 23 17 | 23 17 | 25 17      | 24 16      | 23 16      | 22 16  | 26 16   | 18 13   | 23 18     |
|  | Quite a bit       | 40 37  | 40 38 | 41 37 | 41 38      | 41 38      | 40 40      | 41 38  | 40 38   | 38 35   | 40 38     |
|  | Very much         | 34 41  | 33 42 | 32 43 | 30 41      | 31 43      | 33 43      | 34 44  | 30 43   | 41 50   | 32 42     |
| Worked harder than you thought you could to meet an instructor's standards or expectations   | Never             | 10 9   | 9 7   | 8 6   | 8 6        | 7 5        | 6 5        | 7 5    | 7 5     | 7 4     | 8 7       |
|  | Sometimes         | 41 41  | 40 38 | 38 35 | 39 35      | 38 34      | 36 34      | 37 35  | 38 34   | 35 29   | 39 37     |
|  | Often             | 35 35  | 37 37 | 37 38 | 38 39      | 38 38      | 40 40      | 39 38  | 38 39   | 39 41   | 37 37     |
|  | Very often        | 13 16  | 14 18 | 17 22 | 16 21      | 17 22      | 17 21      | 17 21  | 17 22   | 20 26   | 15 19     |
| Hours per 7-day week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)   | 0                 | 0 0    | 0 1   | 0 0   | 0 0        | 1 0        | 0 0        | 0 0    | 0 0     | 0 1     | 0 0       |
|  | 1-5               | 13 16  | 17 19 | 18 18 | 21 20      | 20 20      | 20 19      | 11 13  | 20 19   | 12 12   | 17 18     |
|  | 6-10              | 25 25  | 28 26 | 28 26 | 29 28      | 28 27      | 27 27      | 23 23  | 28 28   | 22 23   | 27 26     |
|  | 11-15             | 23 20  | 22 19 | 22 20 | 21 19      | 20 19      | 21 20      | 23 21  | 21 19   | 22 19   | 22 19     |
|  | 16-20             | 18 16  | 16 15 | 15 15 | 14 14      | 14 14      | 15 15      | 19 18  | 15 15   | 19 18   | 16 15     |
|  | 21-25             | 10 9   | 9 9   | 8 9   | 7 8        | 9 9        | 8 8        | 12 11  | 8 8     | 12 11   | 9 9       |
|  | 26-30             | 6 6    | 4 5   | 4 5   | 4 5        | 4 5        | 4 5        | 6 7    | 4 4     | 7 7     | 5 5       |
| Institutional emphasis: Spending significant amounts of time studying and on academic work   | More than 30      | 5 7    | 4 7   | 4 6   | 3 5        | 4 6        | 4 6        | 5 7    | 3 6     | 6 9     | 4 6       |
|  | Very little       | 2 3    | 2 3   | 2 3   | 2 3        | 2 3        | 2 2        | 2 2    | 3 2     | 1 1     | 2 3       |
|  | Some              | 18 20  | 20 20 | 19 20 | 20 20      | 18 17      | 20 17      | 14 13  | 19 20   | 13 12   | 19 19     |
|  | Quite a bit       | 47 46  | 48 46 | 48 46 | 48 47      | 49 47      | 47 49      | 45 44  | 46 46   | 43 42   | 48 46     |
|  | Very much         | 33 31  | 30 32 | 30 32 | 29 31      | 32 33      | 31 33      | 39 41  | 32 32   | 42 44   | 32 32     |

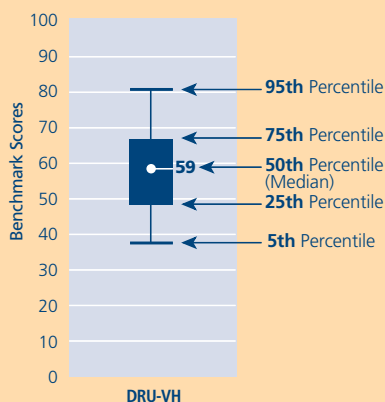
## Active and Collaborative Learning

Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily, both during and after college.

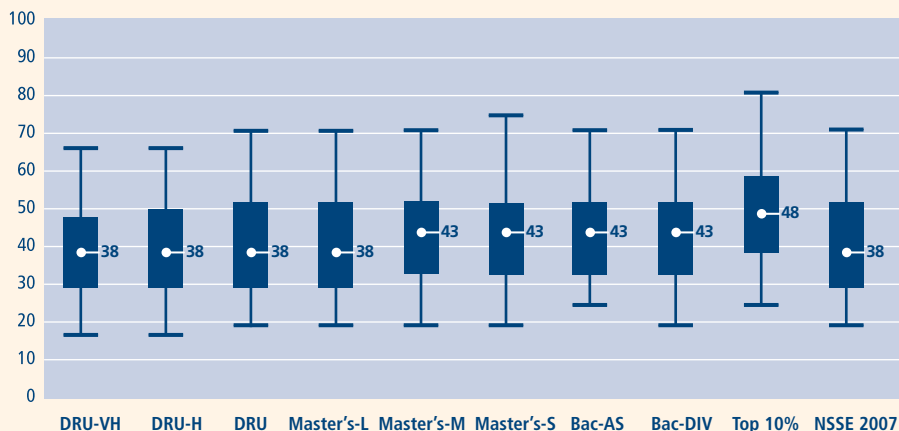
### Key



### Guide to Benchmark Figures



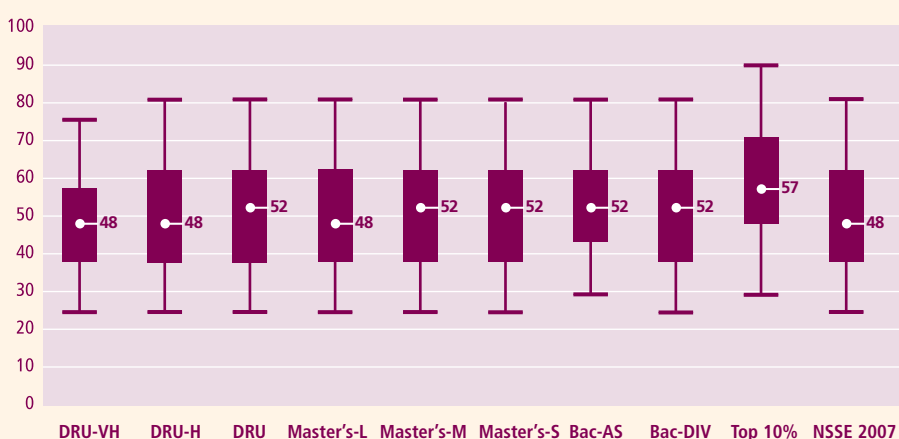
### Benchmark Scores First-Year Students



### Percentiles First-Year Students

|        | DRU-VH | DRU-H | DRU | Master's-L | Master's-M | Master's-S | Bac-AS | Bac-DIV | Top 10% | NSSE 2007 |
|--------|--------|-------|-----|------------|------------|------------|--------|---------|---------|-----------|
| 95th % | 67     | 67    | 71  | 71         | 71         | 75         | 71     | 71      | 81      | 71        |
| 75th % | 48     | 50    | 52  | 52         | 52         | 52         | 52     | 52      | 58      | 52        |
| Median | 38     | 38    | 38  | 38         | 43         | 43         | 43     | 43      | 48      | 38        |
| 25th % | 29     | 29    | 29  | 29         | 33         | 33         | 33     | 33      | 38      | 29        |
| 5th %  | 17     | 17    | 19  | 19         | 19         | 19         | 24     | 19      | 24      | 19        |

### Benchmark Scores Seniors



### Percentiles Seniors

|        | DRU-VH | DRU-H | DRU | Master's-L | Master's-M | Master's-S | Bac-AS | Bac-DIV | Top 10% | NSSE 2007 |
|--------|--------|-------|-----|------------|------------|------------|--------|---------|---------|-----------|
| 95th % | 76     | 81    | 81  | 81         | 81         | 81         | 81     | 81      | 90      | 81        |
| 75th % | 57     | 62    | 62  | 62         | 62         | 62         | 62     | 62      | 71      | 62        |
| Median | 48     | 48    | 52  | 48         | 52         | 52         | 52     | 52      | 57      | 48        |
| 25th % | 38     | 38    | 38  | 38         | 38         | 38         | 43     | 38      | 48      | 38        |
| 5th %  | 24     | 24    | 24  | 24         | 24         | 24         | 29     | 24      | 29      | 24        |

| First-Year Students Seniors (in percentages)  |            | DRU-VH |    | DRU-H |    | DRU |    | Master's-L |    | Master's-M |    | Master's-S |    | Bac-AS |    | Bac-DIV |    | Top 10% |    | NSSE 2007 |    |
|---|------------|--------|----|-------|----|-----|----|------------|----|------------|----|------------|----|--------|----|---------|----|---------|----|-----------|----|
| Asked questions in class or contributed to class discussions  | Never      | 6      | 4  | 5     | 3  | 3   | 2  | 3          | 2  | 3          | 2  | 2          | 1  | 1      | 1  | 3       | 1  | 2       | 1  | 4         | 2  |
|   | Sometimes  | 46     | 36 | 43    | 31 | 38  | 25 | 38         | 26 | 36         | 23 | 31         | 19 | 28     | 19 | 34      | 21 | 28      | 22 | 39        | 28 |
|   | Often      | 33     | 33 | 34    | 33 | 34  | 33 | 36         | 33 | 35         | 34 | 37         | 32 | 38     | 31 | 37      | 34 | 37      | 32 | 35        | 33 |
|   | Very often | 15     | 28 | 19    | 33 | 25  | 40 | 23         | 39 | 25         | 42 | 29         | 48 | 32     | 48 | 26      | 44 | 34      | 45 | 22        | 36 |
| Made a class presentation   | Never      | 22     | 7  | 20    | 6  | 13  | 5  | 14         | 5  | 13         | 5  | 10         | 4  | 9      | 2  | 13      | 4  | 6       | 2  | 16        | 6  |
|   | Sometimes  | 57     | 43 | 55    | 38 | 53  | 32 | 52         | 31 | 50         | 30 | 50         | 28 | 57     | 32 | 50      | 29 | 44      | 22 | 53        | 35 |
|   | Often      | 17     | 32 | 19    | 35 | 26  | 36 | 26         | 38 | 28         | 37 | 29         | 39 | 28     | 42 | 28      | 40 | 34      | 39 | 23        | 36 |
|   | Very often | 5      | 17 | 6     | 21 | 8   | 26 | 8          | 26 | 9          | 28 | 11         | 29 | 7      | 24 | 9       | 27 | 16      | 37 | 7         | 23 |
| Worked with other students on projects DURING CLASS   | Never      | 14     | 13 | 12    | 11 | 11  | 10 | 11         | 9  | 12         | 10 | 11         | 9  | 13     | 12 | 12      | 9  | 10      | 7  | 12        | 11 |
|   | Sometimes  | 46     | 45 | 46    | 44 | 45  | 41 | 45         | 41 | 43         | 40 | 44         | 41 | 49     | 49 | 46      | 42 | 42      | 36 | 45        | 43 |
|   | Often      | 30     | 28 | 32    | 30 | 33  | 31 | 33         | 33 | 34         | 33 | 32         | 33 | 29     | 28 | 32      | 34 | 34      | 33 | 32        | 31 |
|   | Very often | 9      | 14 | 10    | 15 | 11  | 18 | 11         | 17 | 12         | 17 | 13         | 17 | 8      | 11 | 10      | 15 | 15      | 24 | 10        | 16 |
| Worked with classmates OUTSIDE OF CLASS to prepare class assignments  | Never      | 12     | 6  | 15    | 7  | 15  | 7  | 17         | 8  | 15         | 8  | 15         | 10 | 7      | 5  | 17      | 8  | 9       | 3  | 15        | 7  |
|   | Sometimes  | 45     | 34 | 45    | 34 | 45  | 34 | 45         | 36 | 43         | 34 | 44         | 36 | 44     | 37 | 44      | 37 | 39      | 26 | 45        | 35 |
|   | Often      | 30     | 33 | 28    | 33 | 29  | 34 | 28         | 33 | 29         | 34 | 29         | 33 | 36     | 37 | 29      | 36 | 34      | 37 | 29        | 34 |
|   | Very often | 13     | 27 | 12    | 26 | 11  | 25 | 10         | 22 | 13         | 24 | 12         | 21 | 13     | 21 | 11      | 20 | 18      | 34 | 12        | 24 |
| Tutored or taught other students (paid or voluntary)  | Never      | 47     | 41 | 49    | 42 | 53  | 43 | 55         | 46 | 52         | 43 | 52         | 46 | 49     | 35 | 54      | 40 | 45      | 35 | 51        | 43 |
|   | Sometimes  | 37     | 37 | 35    | 36 | 33  | 36 | 32         | 34 | 33         | 35 | 32         | 33 | 35     | 37 | 31      | 37 | 36      | 36 | 34        | 36 |
|   | Often      | 12     | 13 | 12    | 13 | 10  | 12 | 10         | 12 | 10         | 12 | 10         | 11 | 11     | 15 | 10      | 13 | 12      | 16 | 11        | 13 |
|   | Very often | 5      | 9  | 4     | 9  | 4   | 9  | 4          | 9  | 4          | 10 | 5          | 10 | 5      | 13 | 5       | 10 | 7       | 13 | 5         | 9  |
| Participated in a community-based project (e.g., service learning) as part of a regular course                          | Never      | 67     | 60 | 63    | 56 | 61  | 48 | 65         | 53 | 61         | 49 | 56         | 47 | 57     | 47 | 59      | 45 | 47      | 38 | 64        | 54 |
|   | Sometimes  | 22     | 27 | 24    | 28 | 26  | 32 | 24         | 29 | 26         | 31 | 29         | 32 | 29     | 34 | 28      | 34 | 32      | 35 | 24        | 29 |
|   | Often      | 8      | 9  | 9     | 10 | 9   | 12 | 8          | 11 | 9          | 13 | 11         | 13 | 10     | 12 | 9       | 13 | 14      | 16 | 8         | 11 |
|   | Very often | 3      | 5  | 4     | 6  | 4   | 8  | 3          | 6  | 4          | 7  | 4          | 8  | 4      | 7  | 4       | 8  | 8       | 11 | 4         | 6  |
| Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) | Never      | 7      | 5  | 8     | 4  | 7   | 4  | 9          | 5  | 8          | 4  | 6          | 5  | 4      | 2  | 8       | 4  | 6       | 3  | 8         | 5  |
|   | Sometimes  | 40     | 35 | 39    | 33 | 39  | 32 | 38         | 33 | 38         | 32 | 37         | 31 | 34     | 28 | 39      | 34 | 34      | 29 | 38        | 33 |
|   | Often      | 35     | 37 | 34    | 38 | 35  | 37 | 34         | 37 | 34         | 38 | 35         | 38 | 37     | 40 | 35      | 37 | 35      | 38 | 35        | 37 |
|   | Very often | 18     | 23 | 18    | 25 | 19  | 26 | 19         | 25 | 20         | 25 | 22         | 26 | 24     | 30 | 18      | 25 | 25      | 30 | 19        | 25 |

*"We draw on NSSE data when reporting to the Kentucky Council for Post-Secondary Education about student engagement in learning and preparing our students for life and work and civic involvement."*

— Rodney B. Piercey, Provost and Vice President for Academic Affairs, Eastern Kentucky University



Student-Faculty Interaction

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, lifelong learning.

Key

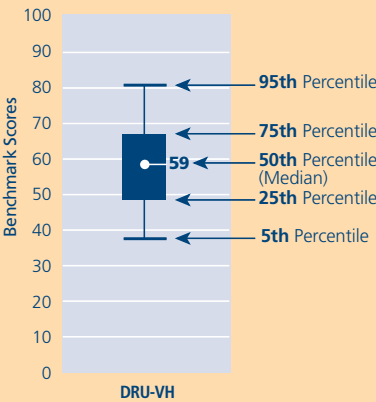


First-Year Students

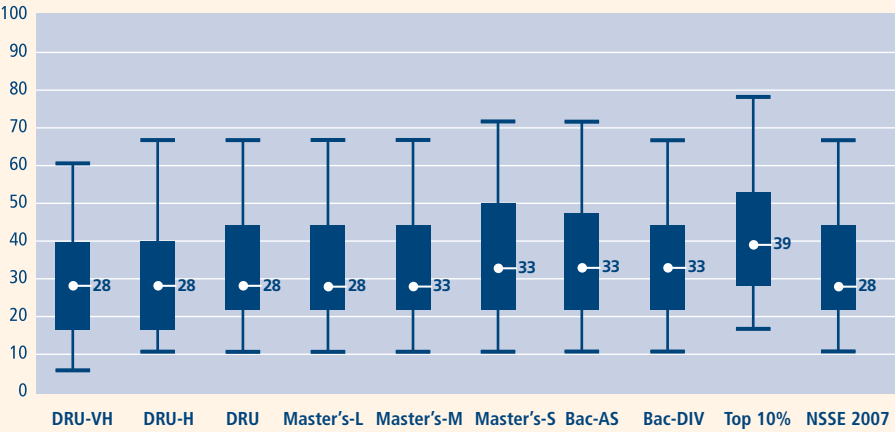


Seniors

Guide to Benchmark Figures



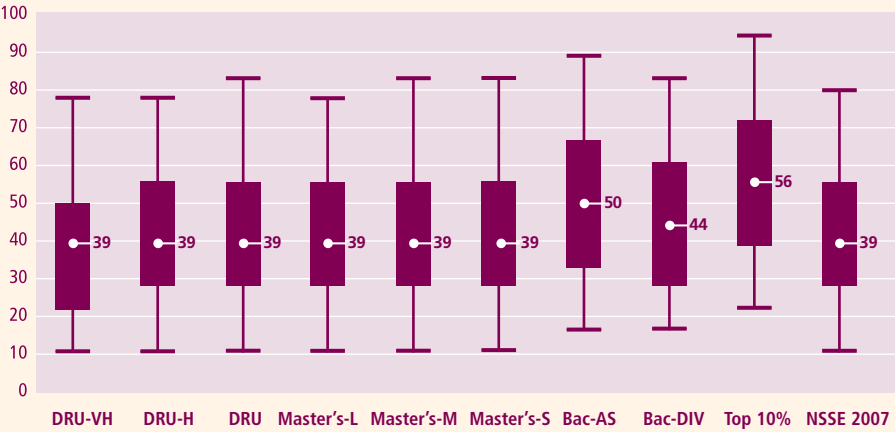
Benchmark Scores First-Year Students



Percentiles First-Year Students

|        | DRU-VH | DRU-H | DRU | Master's-L | Master's-M | Master's-S | Bac-AS | Bac-DIV | Top 10% | NSSE 2007 |
|--------|--------|-------|-----|------------|------------|------------|--------|---------|---------|-----------|
| 95th % | 61     | 67    | 67  | 67         | 67         | 72         | 72     | 67      | 78      | 67        |
| 75th % | 39     | 40    | 44  | 44         | 44         | 50         | 47     | 44      | 53      | 44        |
| Median | 28     | 28    | 28  | 28         | 33         | 33         | 33     | 33      | 39      | 28        |
| 25th % | 17     | 17    | 22  | 22         | 22         | 22         | 22     | 22      | 28      | 22        |
| 5th %  | 6      | 11    | 11  | 11         | 11         | 11         | 11     | 11      | 17      | 11        |

Benchmark Scores Seniors



Percentiles Seniors

|        | DRU-VH | DRU-H | DRU | Master's-L | Master's-M | Master's-S | Bac-AS | Bac-DIV | Top 10% | NSSE 2007 |
|--------|--------|-------|-----|------------|------------|------------|--------|---------|---------|-----------|
| 95th % | 78     | 78    | 83  | 78         | 83         | 83         | 89     | 83      | 94      | 80        |
| 75th % | 50     | 56    | 56  | 56         | 56         | 56         | 67     | 61      | 72      | 56        |
| Median | 39     | 39    | 39  | 39         | 39         | 39         | 50     | 44      | 56      | 39        |
| 25th % | 22     | 28    | 28  | 28         | 28         | 28         | 33     | 28      | 39      | 28        |
| 5th %  | 11     | 11    | 11  | 11         | 11         | 11         | 17     | 17      | 22      | 11        |

| First-Year Students  | Seniors (in percentages) | DRU-VH | DRU-H | DRU   | Master's-L | Master's-M | Master's-S | Bac-AS | Bac-DIV | Top 10% | NSSE 2007 |
|--|--------------------------|--------|-------|-------|------------|------------|------------|--------|---------|---------|-----------|
| Discussed grades or assignments with an instructor   | Never                    | 10 6   | 8 5   | 8 5   | 8 5        | 8 4        | 6 4        | 5 4    | 7 3     | 5 2     | 8 5       |
|  | Sometimes                | 48 41  | 45 38 | 42 36 | 43 36      | 41 34      | 38 34      | 40 33  | 41 30   | 34 25   | 44 37     |
|  | Often                    | 28 31  | 30 33 | 32 33 | 31 33      | 33 34      | 34 34      | 35 35  | 32 37   | 36 37   | 31 33     |
|  | Very often               | 14 22  | 17 25 | 18 27 | 17 26      | 18 28      | 22 28      | 20 29  | 20 30   | 26 36   | 17 25     |
| Discussed ideas from your readings or classes with faculty members outside of class                                      | Never                    | 45 32  | 44 30 | 41 29 | 42 29      | 40 26      | 36 26      | 30 16  | 39 22   | 29 14   | 42 29     |
|  | Sometimes                | 38 45  | 38 44 | 39 44 | 38 43      | 39 44      | 40 44      | 45 46  | 40 45   | 41 43   | 39 44     |
|  | Often                    | 12 15  | 13 17 | 14 17 | 14 18      | 15 19      | 16 19      | 17 24  | 14 21   | 19 25   | 14 18     |
|  | Very often               | 5 8    | 5 9   | 6 10  | 6 10       | 7 11       | 7 11       | 8 14   | 7 12    | 10 18   | 6 10      |
| Talked about career plans with a faculty member or advisor   | Never                    | 25 19  | 26 18 | 24 18 | 25 18      | 21 15      | 19 17      | 20 8   | 20 12   | 16 7    | 24 17     |
|  | Sometimes                | 48 45  | 47 43 | 47 42 | 45 41      | 47 40      | 45 39      | 47 37  | 48 37   | 42 30   | 47 42     |
|  | Often                    | 19 22  | 19 24 | 20 24 | 21 24      | 22 27      | 24 26      | 22 31  | 21 29   | 27 32   | 20 24     |
|  | Very often               | 7 13   | 8 15  | 9 17  | 9 16       | 10 18      | 12 18      | 10 24  | 11 22   | 15 31   | 9 16      |
| Received prompt written or oral feedback from faculty on your academic performance                                       | Never                    | 10 7   | 8 5   | 7 5   | 8 5        | 9 4        | 6 4        | 4 2    | 7 3     | 6 2     | 8 5       |
|  | Sometimes                | 42 37  | 40 33 | 37 31 | 38 31      | 38 30      | 34 27      | 33 25  | 38 29   | 31 24   | 39 32     |
|  | Often                    | 37 43  | 39 44 | 40 44 | 39 44      | 38 45      | 42 46      | 45 48  | 39 46   | 41 46   | 39 44     |
|  | Very often               | 11 14  | 13 18 | 16 20 | 15 19      | 15 21      | 18 23      | 18 24  | 16 22   | 22 29   | 14 18     |
| Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) | Never                    | 63 50  | 61 49 | 59 49 | 60 50      | 57 46      | 54 48      | 47 29  | 54 39   | 46 24   | 59 48     |
|  | Sometimes                | 26 31  | 26 31 | 26 29 | 26 30      | 28 31      | 28 29      | 35 38  | 29 34   | 31 38   | 27 31     |
|  | Often                    | 8 12   | 10 13 | 10 13 | 10 13      | 11 15      | 12 15      | 13 20  | 12 17   | 15 22   | 10 13     |
|  | Very often               | 3 7    | 4 7   | 4 9   | 4 7        | 4 9        | 6 8        | 5 13   | 5 10    | 8 16    | 4 8       |
| Work on a research project with a faculty member outside of course or program requirements                               | Have not decided         | 38 14  | 40 16 | 39 18 | 41 19      | 40 18      | 39 17      | 42 11  | 40 16   | 37 11   | 40 17     |
|  | Do not plan to do        | 23 52  | 24 52 | 26 52 | 26 52      | 27 53      | 26 55      | 19 52  | 28 55   | 22 47   | 25 52     |
|  | Plan to do               | 33 11  | 31 13 | 29 13 | 28 13      | 28 12      | 30 10      | 35 8   | 26 11   | 34 9    | 30 12     |
|  | Done                     | 5 23   | 5 19  | 5 17  | 5 16       | 5 17       | 5 18       | 5 29   | 6 18    | 7 33    | 5 19      |

*“Having NSSE benchmarks and comparative data allows us to be more focused in our planning and priorities, and to assess whether our planning and implementation have been effective.”*

— Jane M. Fritz, Professor and Acting Vice President  
Fredericton (Academic), University of New  
Brunswick Fredericton

## Enriching Educational Experiences

Complementary learning opportunities inside and outside the classroom augment the academic program. Experiencing diversity teaches students valuable things about themselves and other cultures. Used appropriately, technology facilitates learning and promotes collaboration between peers and instructors. Internships, community service, and senior capstone courses provide students with opportunities to synthesize, integrate, and apply their knowledge. Such experiences make learning more meaningful and, ultimately, more useful because what students know becomes a part of who they are.

### Key

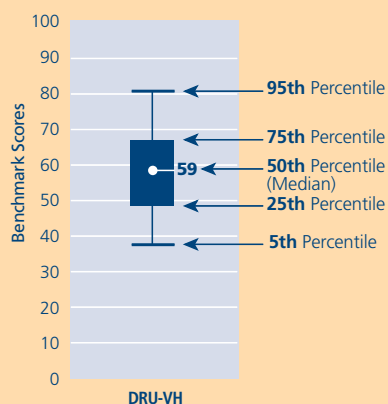


First-Year Students

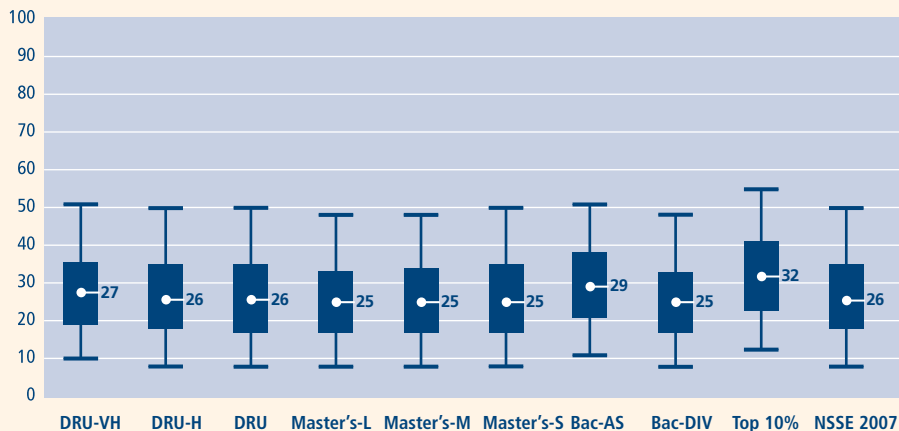


Seniors

### Guide to Benchmark Figures



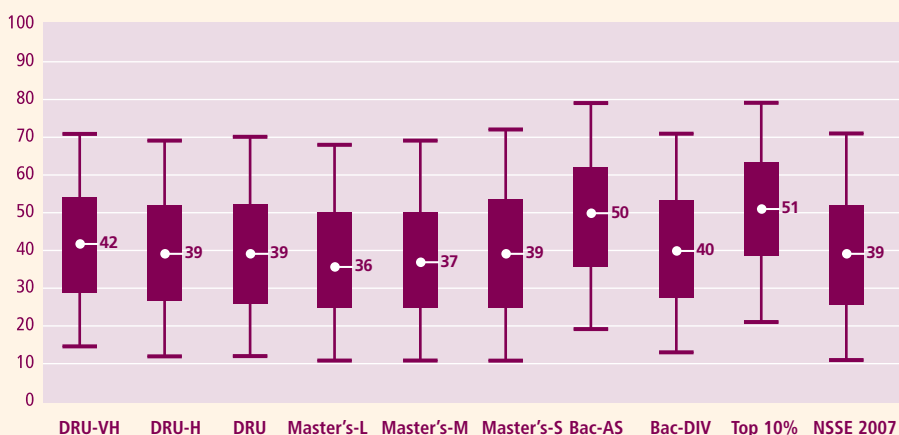
### Benchmark Scores First-Year Students



### Percentiles First-Year Students

|        | DRU-VH | DRU-H | DRU | Master's-L | Master's-M | Master's-S | Bac-AS | Bac-DIV | Top 10% | NSSE 2007 |
|--------|--------|-------|-----|------------|------------|------------|--------|---------|---------|-----------|
| 95th % | 51     | 50    | 50  | 48         | 48         | 50         | 51     | 48      | 55      | 50        |
| 75th % | 36     | 35    | 35  | 33         | 34         | 35         | 38     | 33      | 41      | 35        |
| Median | 27     | 26    | 26  | 25         | 25         | 25         | 29     | 25      | 32      | 26        |
| 25th % | 19     | 18    | 17  | 17         | 17         | 17         | 21     | 17      | 23      | 18        |
| 5th %  | 10     | 8     | 8   | 8          | 8          | 8          | 11     | 8       | 12      | 8         |

### Benchmark Scores Seniors



### Percentiles Seniors

|        | DRU-VH | DRU-H | DRU | Master's-L | Master's-M | Master's-S | Bac-AS | Bac-DIV | Top 10% | NSSE 2007 |
|--------|--------|-------|-----|------------|------------|------------|--------|---------|---------|-----------|
| 95th % | 71     | 69    | 70  | 68         | 69         | 72         | 79     | 71      | 79      | 71        |
| 75th % | 54     | 52    | 52  | 50         | 50         | 53         | 62     | 53      | 63      | 52        |
| Median | 42     | 39    | 39  | 36         | 37         | 39         | 50     | 40      | 51      | 39        |
| 25th % | 29     | 27    | 26  | 25         | 25         | 25         | 37     | 28      | 39      | 26        |
| 5th %  | 14     | 12    | 12  | 11         | 11         | 11         | 19     | 13      | 21      | 11        |

| First-Year Students Seniors (in percentages)  |                   | DRU-VH |    | DRU-H |    | DRU |    | Master's-L |    | Master's-M |    | Master's-S |    | Bac-AS |    | Bac-DIV |    | Top 10% |    | NSSE 2007 |    |
|---|-------------------|--------|----|-------|----|-----|----|------------|----|------------|----|------------|----|--------|----|---------|----|---------|----|-----------|----|
| Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values   | Never             | 10     | 8  | 12    | 10 | 12  | 10 | 13         | 11 | 16         | 12 | 13         | 10 | 8      | 6  | 15      | 11 | 8       | 6  | 12        | 10 |
|   | Sometimes         | 33     | 33 | 33    | 35 | 34  | 35 | 34         | 35 | 35         | 37 | 34         | 37 | 32     | 34 | 37      | 38 | 29      | 30 | 34        | 35 |
|   | Often             | 31     | 31 | 30    | 30 | 29  | 28 | 29         | 29 | 27         | 27 | 29         | 29 | 30     | 31 | 28      | 28 | 30      | 33 | 29        | 30 |
|   | Very often        | 27     | 27 | 26    | 26 | 25  | 27 | 24         | 25 | 22         | 23 | 24         | 24 | 30     | 29 | 21      | 23 | 33      | 32 | 25        | 26 |
| Had serious conversations with students of a different race or ethnicity than your own  | Never             | 14     | 11 | 15    | 12 | 15  | 12 | 18         | 14 | 20         | 16 | 16         | 14 | 14     | 11 | 19      | 15 | 11      | 8  | 16        | 12 |
|   | Sometimes         | 34     | 34 | 34    | 35 | 35  | 33 | 34         | 34 | 35         | 37 | 34         | 36 | 34     | 37 | 37      | 38 | 31      | 32 | 34        | 35 |
|   | Often             | 28     | 29 | 27    | 28 | 27  | 28 | 26         | 27 | 25         | 25 | 27         | 26 | 27     | 26 | 24      | 26 | 28      | 28 | 27        | 28 |
|   | Very often        | 24     | 27 | 24    | 26 | 23  | 26 | 22         | 25 | 20         | 23 | 23         | 24 | 25     | 26 | 20      | 21 | 31      | 32 | 23        | 25 |
| Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds  | Very little       | 12     | 21 | 14    | 20 | 14  | 18 | 14         | 18 | 13         | 17 | 12         | 17 | 11     | 16 | 15      | 19 | 11      | 17 | 13        | 19 |
|   | Some              | 33     | 36 | 34    | 36 | 32  | 34 | 32         | 35 | 33         | 34 | 31         | 34 | 31     | 35 | 33      | 36 | 29      | 35 | 33        | 35 |
|   | Quite a bit       | 33     | 27 | 32    | 28 | 32  | 29 | 33         | 29 | 33         | 30 | 32         | 30 | 32     | 29 | 32      | 27 | 33      | 28 | 32        | 28 |
|   | Very much         | 22     | 16 | 21    | 16 | 22  | 19 | 21         | 18 | 22         | 19 | 24         | 20 | 26     | 19 | 21      | 18 | 27      | 20 | 22        | 17 |
| Hours per 7-day week spent participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) | 0                 | 31     | 38 | 37    | 46 | 42  | 52 | 46         | 55 | 44         | 51 | 41         | 52 | 25     | 25 | 44      | 46 | 28      | 25 | 39        | 47 |
|   | 1-5               | 36     | 32 | 32    | 31 | 30  | 27 | 29         | 25 | 30         | 27 | 31         | 24 | 36     | 34 | 28      | 29 | 36      | 35 | 32        | 29 |
|   | 6-10              | 17     | 14 | 14    | 11 | 13  | 10 | 11         | 9  | 11         | 10 | 12         | 10 | 17     | 17 | 11      | 10 | 17      | 17 | 13        | 11 |
|   | 11-15             | 8      | 7  | 7     | 5  | 6   | 4  | 6          | 4  | 6          | 5  | 7          | 5  | 10     | 9  | 7       | 6  | 8       | 9  | 7         | 5  |
|   | 16-20             | 4      | 4  | 4     | 3  | 4   | 3  | 4          | 3  | 4          | 3  | 4          | 4  | 6      | 6  | 4       | 4  | 5       | 6  | 4         | 3  |
|   | 21-25             | 2      | 2  | 2     | 2  | 2   | 1  | 2          | 1  | 2          | 2  | 2          | 2  | 3      | 3  | 2       | 2  | 2       | 3  | 2         | 2  |
|   | 26-30             | 1      | 1  | 1     | 1  | 1   | 1  | 1          | 1  | 1          | 1  | 1          | 1  | 1      | 2  | 1       | 1  | 1       | 1  | 1         | 1  |
|   | More than 30      | 2      | 2  | 2     | 2  | 2   | 2  | 2          | 2  | 2          | 2  | 2          | 2  | 2      | 3  | 1       | 2  | 2       | 3  | 2         | 2  |
| Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment  | Never             | 13     | 10 | 16    | 12 | 16  | 10 | 18         | 12 | 19         | 12 | 18         | 11 | 17     | 13 | 19      | 12 | 13      | 8  | 16        | 11 |
|   | Sometimes         | 32     | 29 | 31    | 27 | 31  | 27 | 31         | 28 | 31         | 27 | 30         | 27 | 32     | 31 | 30      | 27 | 31      | 29 | 31        | 28 |
|   | Often             | 29     | 27 | 28    | 27 | 28  | 27 | 27         | 26 | 26         | 26 | 26         | 27 | 27     | 26 | 26      | 27 | 29      | 28 | 27        | 27 |
|   | Very often        | 26     | 34 | 25    | 34 | 25  | 36 | 24         | 34 | 25         | 35 | 26         | 34 | 24     | 29 | 25      | 35 | 27      | 35 | 25        | 34 |
| Practicum, internship, field experience, co-op experience, or clinical assignment   | Have not decided  | 12     | 7  | 13    | 8  | 13  | 9  | 15         | 10 | 16         | 8  | 13         | 9  | 12     | 6  | 14      | 5  | 9       | 4  | 14        | 8  |
|   | Do not plan to do | 3      | 17 | 4     | 17 | 4   | 16 | 5          | 16 | 6          | 16 | 5          | 20 | 3      | 17 | 6       | 14 | 3       | 14 | 4         | 16 |
|   | Plan to do        | 78     | 19 | 76    | 23 | 75  | 25 | 73         | 27 | 71         | 24 | 74         | 20 | 76     | 12 | 72      | 21 | 78      | 13 | 75        | 23 |
|   | Done              | 7      | 57 | 7     | 51 | 7   | 51 | 7          | 48 | 8          | 52 | 8          | 51 | 8      | 66 | 9       | 60 | 10      | 69 | 7         | 53 |
| Community service or volunteer work   | Have not decided  | 13     | 8  | 14    | 10 | 16  | 10 | 17         | 12 | 16         | 11 | 13         | 9  | 12     | 6  | 17      | 9  | 10      | 5  | 15        | 10 |
|   | Do not plan to do | 7      | 17 | 8     | 17 | 8   | 17 | 8          | 18 | 9          | 17 | 8          | 17 | 5      | 13 | 9       | 16 | 6       | 13 | 8         | 17 |
|   | Plan to do        | 41     | 11 | 39    | 14 | 40  | 15 | 41         | 16 | 37         | 15 | 41         | 14 | 39     | 9  | 35      | 14 | 35      | 8  | 40        | 14 |
|   | Done              | 40     | 63 | 39    | 60 | 37  | 59 | 34         | 54 | 38         | 58 | 38         | 60 | 45     | 72 | 40      | 62 | 50      | 74 | 38        | 59 |
| Participate in a learning community or some other formal program where groups of students take two or more classes together   | Have not decided  | 29     | 12 | 33    | 14 | 33  | 14 | 34         | 17 | 36         | 17 | 37         | 16 | 40     | 12 | 38      | 15 | 26      | 10 | 34        | 15 |
|   | Do not plan to do | 32     | 57 | 29    | 54 | 26  | 49 | 25         | 49 | 24         | 47 | 23         | 49 | 26     | 57 | 26      | 50 | 26      | 56 | 27        | 52 |
|   | Plan to do        | 19     | 6  | 21    | 7  | 23  | 10 | 24         | 10 | 24         | 9  | 25         | 9  | 22     | 5  | 23      | 9  | 18      | 5  | 22        | 8  |
|   | Done              | 20     | 25 | 18    | 25 | 18  | 28 | 16         | 24 | 16         | 27 | 14         | 26 | 13     | 26 | 13      | 27 | 30      | 30 | 17        | 25 |
| Foreign language coursework   | Have not decided  | 17     | 5  | 18    | 8  | 19  | 9  | 20         | 11 | 21         | 11 | 19         | 10 | 13     | 4  | 22      | 9  | 14      | 4  | 19        | 8  |
|   | Do not plan to do | 26     | 39 | 26    | 41 | 29  | 42 | 29         | 46 | 30         | 47 | 27         | 46 | 16     | 26 | 28      | 46 | 17      | 28 | 27        | 42 |
|   | Plan to do        | 31     | 7  | 33    | 8  | 32  | 9  | 33         | 10 | 31         | 10 | 35         | 8  | 32     | 4  | 33      | 9  | 35      | 5  | 32        | 9  |
|   | Done              | 26     | 49 | 22    | 43 | 21  | 39 | 18         | 33 | 18         | 33 | 19         | 36 | 39     | 65 | 16      | 36 | 34      | 63 | 22        | 41 |
| Study abroad  | Have not decided  | 28     | 11 | 30    | 12 | 30  | 14 | 31         | 15 | 31         | 14 | 30         | 13 | 24     | 7  | 30      | 13 | 25      | 7  | 30        | 13 |
|   | Do not plan to do | 22     | 63 | 28    | 65 | 31  | 65 | 30         | 66 | 33         | 66 | 28         | 65 | 16     | 54 | 34      | 69 | 18      | 52 | 27        | 64 |
|   | Plan to do        | 47     | 9  | 40    | 9  | 36  | 8  | 37         | 9  | 33         | 8  | 39         | 7  | 57     | 6  | 32      | 8  | 55      | 8  | 41        | 9  |
|   | Done              | 2      | 18 | 2     | 14 | 2   | 13 | 3          | 10 | 4          | 11 | 4          | 14 | 3      | 33 | 4       | 11 | 3       | 33 | 3         | 14 |
| Independent study or self-designed major  | Have not decided  | 32     | 10 | 33    | 13 | 34  | 14 | 35         | 15 | 34         | 14 | 33         | 12 | 37     | 7  | 34      | 12 | 32      | 6  | 34        | 13 |
|   | Do not plan to do | 53     | 67 | 49    | 62 | 48  | 61 | 46         | 59 | 43         | 57 | 43         | 58 | 40     | 58 | 44      | 56 | 50      | 63 | 47        | 61 |
|   | Plan to do        | 12     | 7  | 14    | 9  | 15  | 9  | 16         | 10 | 18         | 10 | 19         | 9  | 21     | 5  | 18      | 9  | 15      | 5  | 16        | 9  |
|   | Done              | 2      | 16 | 3     | 17 | 3   | 16 | 4          | 16 | 5          | 19 | 4          | 20 | 3      | 30 | 4       | 23 | 3       | 27 | 3         | 17 |
| Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)   | Have not decided  | 44     | 11 | 40    | 11 | 39  | 12 | 41         | 13 | 39         | 13 | 37         | 11 | 32     | 5  | 38      | 10 | 39      | 6  | 40        | 11 |
|   | Do not plan to do | 13     | 36 | 11    | 26 | 12  | 24 | 12         | 25 | 13         | 24 | 12         | 24 | 6      | 16 | 12      | 21 | 11      | 28 | 12        | 27 |
|   | Plan to do        | 41     | 24 | 48    | 30 | 48  | 32 | 46         | 31 | 46         | 33 | 50         | 30 | 60     | 24 | 48      | 33 | 49      | 19 | 47        | 29 |
|   | Done              | 1      | 29 | 2     | 33 | 1   | 33 | 2          | 30 | 2          | 30 | 2          | 36 | 1      | 55 | 2       | 37 | 1       | 47 | 2         | 32 |



Supportive Campus Environment

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

Key

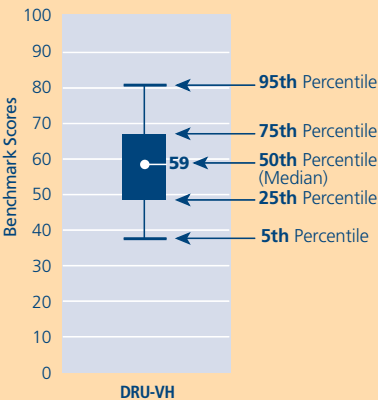


First-Year Students

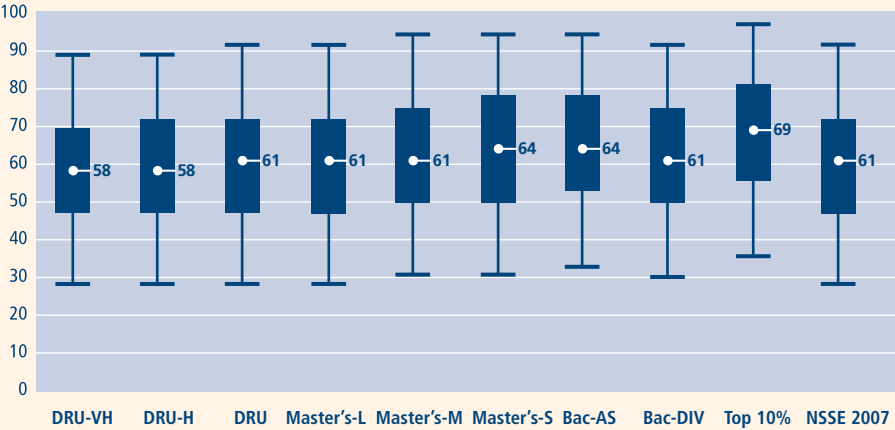


Seniors

Guide to Benchmark Figures



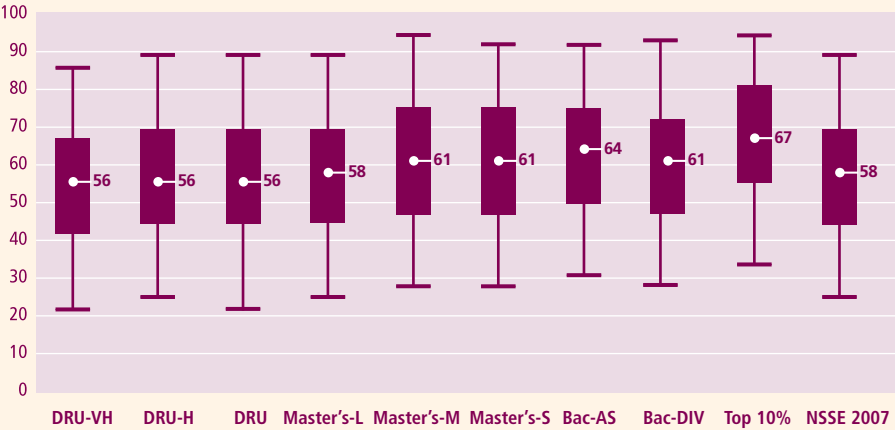
Benchmark Scores First-Year Students



Percentiles First-Year Students

|        | DRU-VH | DRU-H | DRU | Master's-L | Master's-M | Master's-S | Bac-AS | Bac-DIV | Top 10% | NSSE 2007 |
|--------|--------|-------|-----|------------|------------|------------|--------|---------|---------|-----------|
| 95th % | 89     | 89    | 92  | 92         | 94         | 94         | 94     | 92      | 97      | 92        |
| 75th % | 69     | 72    | 72  | 72         | 75         | 78         | 78     | 75      | 81      | 72        |
| Median | 58     | 58    | 61  | 61         | 61         | 64         | 64     | 61      | 69      | 61        |
| 25th % | 47     | 47    | 47  | 47         | 50         | 50         | 53     | 50      | 56      | 47        |
| 5th %  | 28     | 28    | 28  | 28         | 31         | 31         | 33     | 30      | 36      | 28        |

Benchmark Scores Seniors



Percentiles Seniors

|        | DRU-VH | DRU-H | DRU | Master's-L | Master's-M | Master's-S | Bac-AS | Bac-DIV | Top 10% | NSSE 2007 |
|--------|--------|-------|-----|------------|------------|------------|--------|---------|---------|-----------|
| 95th % | 86     | 89    | 89  | 89         | 94         | 92         | 92     | 92      | 94      | 89        |
| 75th % | 67     | 69    | 69  | 69         | 75         | 75         | 75     | 72      | 81      | 69        |
| Median | 56     | 56    | 56  | 58         | 61         | 61         | 64     | 61      | 67      | 58        |
| 25th % | 42     | 44    | 44  | 44         | 47         | 47         | 50     | 47      | 53      | 44        |
| 5th %  | 22     | 25    | 25  | 25         | 28         | 31         | 31     | 28      | 33      | 25        |

| First-Year Students Seniors (in percentages)  |   | DRU-VH | DRU-H | DRU   | Master's-L | Master's-M | Master's-S | Bac-AS | Bac-DIV | Top 10% | NSSE 2007 |
|---|---|--------|-------|-------|------------|------------|------------|--------|---------|---------|-----------|
| Institutional emphasis: Providing the support you need to thrive socially                             | Very little                                   | 16 26  | 17 25 | 17 27 | 18 27      | 17 24      | 17 25      | 13 19  | 18 25   | 11 14   | 17 26     |
|   | Some  | 39 41  | 37 41 | 38 39 | 38 40      | 37 38      | 34 38      | 37 41  | 38 39   | 30 33   | 38 40     |
|   | Quite a bit                                   | 33 24  | 32 25 | 32 24 | 31 24      | 32 27      | 33 27      | 35 30  | 31 25   | 37 35   | 32 25     |
|   | Very much                                     | 12 8   | 14 9  | 13 9  | 13 9       | 14 11      | 16 11      | 15 11  | 13 11   | 22 18   | 13 9      |
| Institutional emphasis: Providing the support you need to help you succeed academically               | Very little                                   | 3 7    | 4 6   | 3 6   | 3 6        | 3 4        | 3 4        | 2 3    | 4 5     | 2 2     | 3 6       |
|   | Some  | 24 30  | 23 28 | 22 26 | 22 26      | 20 22      | 18 20      | 15 17  | 20 23   | 13 16   | 22 26     |
|   | Quite a bit                                   | 46 44  | 46 44 | 45 43 | 45 44      | 46 44      | 44 45      | 43 44  | 44 44   | 42 43   | 45 44     |
|   | Very much                                     | 28 20  | 27 22 | 29 25 | 29 25      | 31 30      | 35 32      | 40 36  | 32 29   | 43 38   | 30 24     |
| Institutional emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.) | Very little                                   | 29 44  | 28 41 | 27 39 | 27 40      | 25 35      | 23 34      | 20 29  | 26 35   | 16 24   | 27 40     |
|   | Some  | 42 38  | 40 37 | 39 36 | 38 36      | 37 36      | 38 37      | 42 43  | 38 37   | 34 37   | 40 37     |
|   | Quite a bit                                   | 22 14  | 22 16 | 24 17 | 24 17      | 26 20      | 27 19      | 26 20  | 24 19   | 31 25   | 23 17     |
|   | Very much                                     | 7 5    | 10 7  | 10 8  | 10 8       | 12 10      | 13 10      | 11 8   | 12 9    | 19 14   | 10 7      |
| Quality: Your relationships with other students   | Unfriendly, Unsupportive, Sense of Alienation | 1 1    | 1 1   | 1 1   | 1 1        | 1 1        | 1 1        | 1 1    | 1 1     | 1 1     | 1 1       |
|   | 2   | 2 3    | 2 2   | 3 3   | 3 2        | 2 2        | 2 1        | 2 2    | 2 2     | 1 1     | 3 2       |
|   | 3   | 5 5    | 5 5   | 6 5   | 5 5        | 5 3        | 4 4        | 4 4    | 5 4     | 3 3     | 5 5       |
|   | 4   | 12 11  | 12 10 | 12 11 | 13 11      | 11 10      | 12 10      | 10 8   | 12 9    | 9 7     | 12 10     |
|   | 5   | 22 22  | 21 21 | 22 20 | 21 21      | 20 19      | 18 18      | 19 19  | 20 19   | 17 17   | 21 20     |
|   | 6   | 31 31  | 30 30 | 28 29 | 29 29      | 30 29      | 30 30      | 32 31  | 29 30   | 30 30   | 30 30     |
|   | Friendly, Supportive, Sense of Belonging      | 27 28  | 28 31 | 28 31 | 28 32      | 30 36      | 33 35      | 33 35  | 30 36   | 38 42   | 28 31     |
| Quality: Your relationships with faculty members  | Unavailable, Unhelpful, Unsympathetic         | 1 1    | 1 1   | 1 1   | 1 1        | 1 1        | 1 0        | 1 0    | 1 1     | 1 0     | 1 1       |
|   | 2   | 3 3    | 3 2   | 2 3   | 2 2        | 2 2        | 2 1        | 1 1    | 2 2     | 1 1     | 3 3       |
|   | 3   | 8 7    | 7 6   | 6 5   | 6 5        | 5 3        | 5 3        | 3 3    | 6 3     | 4 3     | 7 5       |
|   | 4   | 22 16  | 20 14 | 18 13 | 18 13      | 15 11      | 12 10      | 12 8   | 15 10   | 12 9    | 18 13     |
|   | 5   | 30 27  | 28 26 | 27 24 | 28 23      | 26 20      | 23 21      | 25 19  | 24 20   | 23 20   | 27 24     |
|   | 6   | 24 28  | 27 29 | 27 30 | 27 30      | 29 33      | 32 33      | 34 35  | 30 33   | 31 33   | 27 30     |
|   | Available, Helpful, Sympathetic               | 11 17  | 15 21 | 18 25 | 18 25      | 21 30      | 25 32      | 24 34  | 23 31   | 28 34   | 17 24     |
| Quality: Your relationships with administrative personnel and offices                                 | Unhelpful, Inconsiderate, Rigid               | 3 6    | 4 6   | 4 5   | 3 6        | 4 4        | 3 4        | 2 4    | 3 4     | 2 3     | 3 5       |
|   | 2   | 7 9    | 7 9   | 7 9   | 7 8        | 6 7        | 5 7        | 5 8    | 6 7     | 4 5     | 7 9       |
|   | 3   | 13 14  | 12 12 | 12 12 | 11 11      | 10 10      | 10 9       | 9 11   | 10 11   | 8 8     | 12 12     |
|   | 4   | 26 22  | 24 22 | 24 21 | 24 21      | 21 20      | 19 19      | 21 20  | 21 19   | 19 19   | 24 21     |
|   | 5   | 24 22  | 23 21 | 23 20 | 23 21      | 23 21      | 23 21      | 25 23  | 23 22   | 24 23   | 23 21     |
|   | 6   | 17 17  | 18 17 | 17 18 | 18 18      | 20 20      | 22 21      | 21 20  | 21 20   | 22 21   | 19 18     |
|   | Helpful, Considerate, Flexible                | 9 11   | 12 12 | 13 14 | 13 15      | 16 18      | 18 20      | 16 15  | 17 18   | 22 21   | 13 14     |

# Participating Colleges and Universities: 2000-2007

## Alabama

Auburn University<sup>1</sup>  
Auburn University at Montgomery  
Birmingham-Southern College<sup>1</sup>  
Faulkner University<sup>1</sup>  
Huntingdon College  
Jacksonville State University  
Judson College  
Miles College  
Oakwood College  
Samford University  
Southeastern Bible College  
Spring Hill College  
Stillman College  
Troy University  
Troy University-Montgomery Campus  
University of Alabama at Birmingham<sup>1</sup>  
University of Alabama in Huntsville  
University of Alabama, The<sup>1</sup>  
University of North Alabama  
University of South Alabama

## Alaska

Alaska Pacific University<sup>1</sup>  
University of Alaska Anchorage<sup>1</sup>  
University of Alaska Fairbanks  
University of Alaska Southeast

## Arizona

Arizona State University at the Polytechnic Campus<sup>1</sup>  
Arizona State University at the Tempe Campus<sup>1</sup>  
Arizona State University at the West Campus<sup>1</sup>  
Embry Riddle Aeronautical University-Prescott  
Northern Arizona University<sup>1</sup>  
University of Arizona, The  
University of Advancing Technology

## Arkansas

Arkansas State University<sup>1</sup>  
Arkansas Tech University<sup>1</sup>  
Ecclesia College  
Henderson State University<sup>1</sup>  
Hendrix College  
John Brown University<sup>1</sup>  
Lyon College  
Ouachita Baptist University  
Philander Smith College<sup>2</sup>  
Southern Arkansas University  
University of Arkansas  
University of Arkansas-Fort Smith<sup>1</sup>  
University of Arkansas at Little Rock<sup>1</sup>  
University of Arkansas at Monticello  
University of Arkansas at Pine Bluff<sup>2</sup>  
University of Central Arkansas  
University of the Ozarks

## California

Alliant International University  
California Baptist University<sup>1</sup>  
California College of the Arts  
California Lutheran University  
California Polytechnic State University-San Luis Obispo  
California State Polytechnic University-Pomona  
California State University San Marcos

California State University, Fresno<sup>1 2</sup>  
California State University, Northridge<sup>2</sup>  
California State University, Sacramento<sup>1</sup>  
California State University-Bakersfield  
California State University-Chico<sup>1</sup>  
California State University-Dominguez Hills<sup>1 2</sup>  
California State University-Fullerton  
California State University-Long Beach<sup>1</sup>  
California State University-Los Angeles<sup>2</sup>  
California State University-Monterey Bay<sup>2</sup>  
California State University-San Bernardino<sup>1 2</sup>  
California State University-Stanislaus<sup>1 2</sup>  
Chapman University  
Concordia University<sup>1</sup>  
Fresno Pacific University  
Harvey Mudd College<sup>1</sup>  
Holy Names University  
Hope International University  
Humboldt State University  
La Sierra University  
Laguna College of Art and Design  
Loyola Marymount University  
Master's College and Seminary, The  
Menlo College  
National University<sup>1</sup>  
Notre Dame de Namur University<sup>1</sup>  
Occidental College<sup>2</sup>  
Pepperdine University<sup>1</sup>  
Pitzer College  
Point Loma Nazarene University  
Saint Mary's College of California<sup>1</sup>  
San Diego Christian College  
San Diego State University  
San Francisco State University<sup>1</sup>  
San Jose State University<sup>1</sup>  
Santa Clara University<sup>1</sup>  
Scripps College<sup>1</sup>  
Sierra College  
Simpson University  
Sonoma State University<sup>1</sup>  
University of California-Berkeley  
University of California-Davis  
University of California-Merced  
University of California-Santa Cruz  
University of Judaism  
University of La Verne  
University of Redlands  
University of San Diego  
University of San Francisco  
University of the Pacific  
Westmont College<sup>1</sup>  
Whittier College<sup>1</sup>  
Woodbury University<sup>2</sup>

## Colorado

Adams State College<sup>1 2</sup>  
Colorado College<sup>1</sup>  
Colorado School of Mines  
Colorado State University<sup>1</sup>  
Colorado State University-Pueblo<sup>2</sup>  
Fort Lewis College<sup>1</sup>  
Metropolitan State College of Denver<sup>1</sup>  
Naropa University

Regis University  
United States Air Force Academy  
University of Colorado at Boulder  
University of Colorado at Colorado Springs<sup>1</sup>  
University of Colorado at Denver  
& Health Sciences Center<sup>1</sup>  
University of Denver<sup>1</sup>

## Connecticut

Central Connecticut State University  
Connecticut College<sup>1</sup>  
Eastern Connecticut State University  
Fairfield University  
Post University<sup>1</sup>  
Quinnipiac University<sup>1</sup>  
Sacred Heart University  
Saint Joseph College  
Southern Connecticut State University  
University of Bridgeport  
University of Connecticut<sup>1</sup>  
University of Connecticut-Avery Point<sup>1</sup>  
University of Connecticut-Stamford<sup>1</sup>  
University of Connecticut-Tri-Campus<sup>1</sup>  
University of Hartford  
University of New Haven  
Western Connecticut State University

## Delaware

Delaware State University<sup>2</sup>  
Goldey-Beacom College  
University of Delaware  
Wesley College

## District of Columbia

American University  
Catholic University of America  
Corcoran College of Art and Design  
Gallaudet University  
George Washington University  
Georgetown University  
Howard University  
Southeastern University  
Trinity (Washington) University<sup>1</sup>  
University of the District of Columbia<sup>1 2</sup>

## Florida

Barry University<sup>2</sup>  
Beacon College  
Bethune Cookman College<sup>2</sup>  
Eckerd College  
Edward Waters College<sup>2</sup>  
Embry Riddle Aeronautical University-Daytona Beach  
Embry Riddle Aeronautical University-Worldwide  
Flagler College<sup>1</sup>  
Florida A&M University  
Florida Atlantic University<sup>1</sup>  
Florida Gulf Coast University<sup>1</sup>  
Florida Institute of Technology  
Florida International University<sup>2</sup>  
Florida Memorial University  
Florida Southern College<sup>1</sup>  
Florida State University  
Jacksonville University<sup>1</sup>  
Lynn University<sup>1</sup>  
New College of Florida<sup>1</sup>

Northwood University-Florida Campus  
Nova Southeastern University  
Palm Beach Atlantic University-West Palm Beach  
Ringling School of Art and Design  
Rollins College<sup>1</sup>  
Saint John Vianney College Seminary<sup>1</sup>  
Saint Leo University  
Saint Thomas University<sup>2</sup>  
Stetson University  
University of Central Florida<sup>1</sup>  
University of Florida  
University of Miami  
University of North Florida  
University of South Florida  
University of South Florida St. Petersburg  
University of Tampa, The<sup>1</sup>  
University of West Florida, The  
Warner Southern College<sup>1</sup>

### Georgia

Agnes Scott College<sup>1</sup>  
Albany State University<sup>2</sup>  
Armstrong Atlantic State University  
Augusta State University  
Berry College<sup>1</sup>  
Brenau University  
Clark Atlanta University<sup>1, 2</sup>  
Clayton State University<sup>1</sup>  
Columbus State University<sup>1</sup>  
Covenant College  
Dalton State College  
Emory University  
Fort Valley State University<sup>2</sup>  
Georgia College and State University<sup>1</sup>  
Georgia Institute of Technology  
Georgia Southern University<sup>1</sup>  
Georgia Southwestern State University<sup>1</sup>  
Georgia State University<sup>1</sup>  
Kennesaw State University<sup>1</sup>  
LaGrange College<sup>1</sup>  
Macon State College  
Medical College of Georgia  
Mercer University<sup>1</sup>  
Morehouse College<sup>2</sup>  
North Georgia College & State University<sup>1</sup>  
Oglethorpe University<sup>1</sup>  
Oxford College of Emory University<sup>1</sup>  
Savannah College of Art and Design<sup>1</sup>  
Savannah State University<sup>1, 2</sup>  
Shorter College<sup>1</sup>  
Southern Catholic College  
Southern Polytechnic State University  
Spelman College<sup>2</sup>  
Thomas University  
University of Georgia<sup>1</sup>  
University of West Georgia  
Valdosta State University  
Wesleyan College<sup>1</sup>

### Hawaii

Brigham Young University-Hawaii  
Chaminade University of Honolulu<sup>1</sup>  
University of Hawaii at Hilo<sup>1</sup>  
University of Hawaii at Manoa<sup>1</sup>

University of Hawaii-West Oahu

### Idaho

Albertson College of Idaho  
Boise State University<sup>1</sup>  
Brigham Young University-Idaho<sup>1</sup>  
Idaho State University<sup>1</sup>  
University of Idaho

### Illinois

Augustana College<sup>1</sup>  
Aurora University<sup>1</sup>  
Blackburn College<sup>1</sup>  
Bradley University  
Chicago State University<sup>2</sup>  
Columbia College Chicago<sup>1</sup>  
Concordia University  
DePaul University<sup>1</sup>  
Dominican University<sup>1</sup>  
East-West University  
Elmhurst College<sup>1</sup>  
Eureka College  
Greenville College  
Harrington College of Design  
Illinois College<sup>1</sup>  
Illinois Institute of Technology  
Illinois State University<sup>1</sup>  
Illinois Wesleyan University<sup>1</sup>  
Judson College  
Knox College<sup>1</sup>  
Lake Forest College  
Lewis University  
Lincoln Christian College and Seminary  
Loyola University Chicago  
McKendree College  
Millikin University  
Monmouth College<sup>1</sup>  
North Central College<sup>1</sup>  
Northeastern Illinois University  
Northern Illinois University  
Northwestern University  
Olivet Nazarene University  
Robert Morris College<sup>1</sup>  
Rockford College  
Roosevelt University<sup>1</sup>  
Saint Xavier University<sup>1</sup>  
School of the Art Institute of Chicago  
Southern Illinois University Edwardsville<sup>1</sup>  
Trinity Christian College<sup>1</sup>  
University of Illinois at Chicago  
University of Illinois at Springfield  
University of Illinois at Urbana-Champaign  
University of St Francis<sup>1</sup>  
Western Illinois University<sup>1</sup>  
Wheaton College<sup>1</sup>

### Indiana

Anderson University  
Ball State University  
Butler University<sup>1</sup>  
Calumet College of Saint Joseph<sup>1</sup>  
DePauw University<sup>1</sup>  
Earlham College<sup>1</sup>  
Franklin College

Grace College and Theological Seminary  
Hanover College  
Huntington University<sup>1</sup>  
Indiana State University  
Indiana University Bloomington<sup>1</sup>  
Indiana University-East<sup>1</sup>  
Indiana University Kokomo  
Indiana University-Northwest  
Indiana University-Purdue University-Fort Wayne  
Indiana University-Purdue University-Indianapolis<sup>1</sup>  
Indiana University-South Bend<sup>1</sup>  
Indiana University-Southeast  
Indiana Wesleyan University  
Manchester College<sup>1</sup>  
Purdue University  
Purdue University-Calumet Campus  
Purdue University-North Central Campus  
Rose-Hulman Institute of Technology  
Saint Mary's College  
Taylor University-Upland  
Tri-State University  
University of Evansville  
University of Indianapolis<sup>1</sup>  
University of Southern Indiana<sup>1</sup>  
Valparaiso University  
Wabash College

### Iowa

Buena Vista University<sup>1</sup>  
Central College<sup>1</sup>  
Clarke College<sup>1</sup>  
Cornell College  
Dordt College  
Drake University<sup>1</sup>  
Graceland University-Lamoni<sup>1</sup>  
Grand View College<sup>1</sup>  
Grinnell College  
Iowa State University<sup>1</sup>  
Loras College  
Luther College<sup>1</sup>  
Maharishi University of Management  
Morningside College<sup>1</sup>  
Mount Mercy College  
Northwestern College  
Saint Ambrose University<sup>1</sup>  
Simpson College<sup>1</sup>  
University of Dubuque  
University of Iowa  
University of Northern Iowa<sup>1</sup>  
Waldorf College  
Wartburg College<sup>1</sup>

### Kansas

Baker University  
Benedictine College  
Bethany College  
Emporia State University<sup>1</sup>  
Fort Hays State University<sup>1</sup>  
Friends University  
Haskell Indian Nations University<sup>2</sup>  
Kansas State University  
McPherson College  
MidAmerica Nazarene University  
Newman University<sup>1</sup>



## Participating Colleges and Universities: 2000-2007 (continued)

Pittsburg State University  
Southwestern College<sup>1</sup>  
University of Kansas  
University of Saint Mary  
Washburn University<sup>1</sup>  
Wichita State University<sup>1</sup>

### Kentucky

Alice Lloyd College  
Asbury College  
Bellarmine University<sup>1</sup>  
Berea College  
Brescia University  
Campbellsville University<sup>1</sup>  
Centre College  
Eastern Kentucky University<sup>1</sup>  
Georgetown College  
Kentucky State University<sup>1, 2</sup>  
Lindsey Wilson College  
Morehead State University<sup>1</sup>  
Murray State University<sup>1</sup>  
Northern Kentucky University  
Sullivan University<sup>1</sup>  
Thomas More College  
Transylvania University<sup>1</sup>  
Union College  
University of Kentucky  
University of Louisville  
Western Kentucky University<sup>1</sup>

### Louisiana

Centenary College of Louisiana  
Dillard University<sup>2</sup>  
Louisiana State University and A&M College<sup>1</sup>  
Louisiana State University-Shreveport  
Louisiana Tech University  
Loyola University New Orleans<sup>1</sup>  
McNeese State University  
Northwestern State University of Louisiana  
Our Lady of the Lake College  
Southeastern Louisiana University<sup>1</sup>  
Southern University and A&M College<sup>2</sup>  
Tulane University of Louisiana  
University of Louisiana at Lafayette  
University of Louisiana at Monroe  
Xavier University of Louisiana<sup>2</sup>

### Maine

College of the Atlantic  
Husson College<sup>1</sup>  
Saint Joseph's College (Maine)  
Thomas College<sup>1</sup>  
Unity College<sup>1</sup>  
University of Maine  
University of Maine at Augusta  
University of Maine at Farmington<sup>1</sup>  
University of Maine at Fort Kent  
University of Maine at Machias  
University of Maine at Presque Isle<sup>1</sup>  
University of New England  
University of Southern Maine<sup>1</sup>

### Maryland

Bowie State University<sup>2</sup>  
College of Notre Dame of Maryland<sup>1</sup>

Coppin State University<sup>2</sup>  
Frostburg State University  
Goucher College  
Hood College  
Loyola College in Maryland<sup>1</sup>  
McDaniel College<sup>1</sup>  
Morgan State University<sup>1, 2</sup>  
Mount St. Mary's University<sup>1</sup>  
Salisbury University  
Sojourner-Douglass College<sup>2</sup>  
St. Mary's College of Maryland  
Towson University<sup>1</sup>  
United States Naval Academy<sup>1</sup>  
University of Maryland-Baltimore County<sup>1</sup>  
University of Maryland-College Park  
University of Maryland-Eastern Shore<sup>1, 2</sup>  
Villa Julie College<sup>1</sup>  
Washington College

### Massachusetts

Assumption College  
Babson College  
Bay Path College  
Boston Architectural College  
Boston University  
Bridgewater State College  
Clark University  
College of the Holy Cross  
Dean College  
Emerson College  
Emmanuel College  
Endicott College<sup>1</sup>  
Fitchburg State College<sup>1</sup>  
Framingham State College<sup>1</sup>  
Franklin W. Olin College of Engineering  
Gordon College  
Hampshire College<sup>1</sup>  
Lesley University  
Massachusetts College of Liberal Arts<sup>1</sup>  
Merrimack College  
Mount Ida College  
Nichols College<sup>1</sup>  
Northeastern University  
Pine Manor College<sup>1</sup>  
Regis College  
Simmons College  
Simons Rock College of Bard  
Springfield College<sup>1</sup>  
Stonehill College  
Suffolk University<sup>1</sup>  
University of Massachusetts-Amherst<sup>1</sup>  
University of Massachusetts-Boston  
University of Massachusetts-Dartmouth  
University of Massachusetts-Lowell<sup>1</sup>  
Wentworth Institute of Technology<sup>1</sup>  
Western New England College  
Wheaton College<sup>1</sup>  
Wheelock College  
Williams College  
Worcester Polytechnic Institute<sup>1</sup>

### Michigan

Adrian College  
Albion College

Alma College<sup>1</sup>  
Calvin College  
Central Michigan University<sup>1</sup>  
Cleary University<sup>1</sup>  
Concordia University  
Davenport University  
Eastern Michigan University<sup>1</sup>  
Ferris State University  
Grand Valley State University<sup>1</sup>  
Great Lakes Christian College  
Hope College  
Kalamazoo College  
Kettering University  
Kuyper College  
Lawrence Technological University  
Madonna University  
Michigan State University  
Michigan Technological University  
Northern Michigan University  
Northwood University-Michigan Campus  
Oakland University  
Spring Arbor University  
University of Detroit Mercy<sup>1</sup>  
University of Michigan-Ann Arbor<sup>1</sup>  
University of Michigan-Dearborn<sup>1</sup>  
University of Michigan-Flint<sup>1</sup>  
Wayne State University<sup>1</sup>  
Western Michigan University<sup>1</sup>

### Minnesota

Augsburg College<sup>1</sup>  
Bemidji State University  
Bethany Lutheran College  
Bethel University<sup>1</sup>  
Capella University  
College of Saint Benedict, The  
College of Saint Scholastica, The  
College of Saint Catherine, The<sup>1</sup>  
Concordia College at Moorhead  
Concordia University-Saint Paul<sup>1</sup>  
Gustavus Adolphus College<sup>1</sup>  
Hamline University  
MacAlester College  
Martin Luther College  
Metropolitan State University  
Minnesota State University-Mankato<sup>1</sup>  
Minnesota State University-Moorhead  
Saint Mary's University of Minnesota  
Southwest Minnesota State University  
St. Cloud State University  
St. Olaf College  
University of Minnesota-Crookston  
University of Minnesota-Duluth  
University of Minnesota-Morris  
University of St. Thomas<sup>1</sup>

### Mississippi

Alcorn State University<sup>2</sup>  
Delta State University<sup>1</sup>  
Jackson State University<sup>1, 2</sup>  
Millsaps College  
Mississippi State University  
Mississippi State University-Meridian Campus

Mississippi Valley State University<sup>2</sup>  
Tougaloo College<sup>2</sup>  
University of Mississippi  
University of Southern Mississippi  
William Carey University

#### Missouri

Avila University  
Barnes-Jewish College of Nursing and Allied Health  
Central Methodist University<sup>1</sup>  
College of the Ozarks  
Columbia College<sup>1</sup>  
Drury University<sup>1</sup>  
Fontbonne University  
Harris-Stowe State University<sup>2</sup>  
Kansas City Art Institute  
Maryville University of Saint Louis<sup>1</sup>  
Missouri Baptist University  
Missouri Southern State University<sup>1</sup>  
Missouri State University<sup>1</sup>  
Missouri Valley College<sup>1</sup>  
Missouri Western State University  
Northwest Missouri State University<sup>1</sup>  
Rockhurst University<sup>1</sup>  
Saint Louis University  
Southeast Missouri State University  
Truman State University<sup>1</sup>  
University of Central Missouri<sup>1</sup>  
University of Missouri-Columbia  
University of Missouri-Kansas City<sup>1</sup>  
University of Missouri-Rolla  
University of Missouri-St. Louis<sup>1</sup>  
Webster University Worldwide  
Westminster College  
William Jewell College  
William Woods University<sup>1</sup>

#### Montana

Carroll College  
Montana State University-Billings<sup>1</sup>  
Montana State University-Bozeman  
Salish Kootenai College<sup>2</sup>  
University of Montana, The  
University of Great Falls

#### Nebraska

Chadron State College<sup>1</sup>  
College of Saint Mary  
Concordia University Nebraska  
Creighton University<sup>1</sup>  
Doane College  
Hastings College  
Nebraska Methodist College<sup>1</sup>  
Nebraska Wesleyan University<sup>1</sup>  
University of Nebraska at Kearney<sup>1</sup>  
University of Nebraska at Lincoln<sup>1</sup>  
University of Nebraska at Omaha<sup>1</sup>  
Wayne State College<sup>1</sup>

#### Nevada

Nevada State College at Henderson  
University of Nevada-Las Vegas  
University of Nevada-Reno<sup>1</sup>

#### New Hampshire

Colby-Sawyer College<sup>1</sup>

Daniel Webster College  
Franklin Pierce College  
Keene State College<sup>1</sup>  
New England College<sup>1</sup>  
Plymouth State University<sup>1</sup>  
Rivier College  
Saint Anselm College

#### New Jersey

Bloomfield College  
Centenary College<sup>1</sup>  
College of New Jersey, The  
College of Saint Elizabeth  
Drew University<sup>1</sup>  
Fairleigh Dickinson University-Metropolitan Campus  
Georgian Court University<sup>1</sup>  
Kean University  
Monmouth University<sup>1</sup>  
Montclair State University<sup>1</sup>  
New Jersey City University<sup>2</sup>  
New Jersey Institute of Technology  
Ramapo College of New Jersey  
Richard Stockton College of New Jersey, The<sup>1</sup>  
Rider University  
Rowan University  
Rutgers University-New Brunswick/Piscataway  
Saint Peters College<sup>2</sup>  
Seton Hall University<sup>1</sup>  
Stevens Institute of Technology<sup>1</sup>  
William Paterson University of New Jersey<sup>1</sup>

#### New Mexico

Eastern New Mexico University<sup>1,2</sup>  
Institute of American Indian  
and Alaska Native Culture<sup>2</sup>  
New Mexico Institute of Mining and Technology  
New Mexico State University  
University of New Mexico<sup>2</sup>  
Western New Mexico University<sup>1,2</sup>

#### New York

Adelphi University<sup>1</sup>  
Alfred University<sup>1</sup>  
Barnard College  
Binghamton University  
Canisius College  
Cazenovia College<sup>1</sup>  
Clarkson University  
Colgate University  
College of New Rochelle, The  
College of Saint Rose, The  
Concordia College  
CUNY Bernard M Baruch College<sup>1</sup>  
CUNY Brooklyn College<sup>1</sup>  
CUNY City College  
CUNY College of Staten Island  
CUNY Hunter College<sup>1</sup>  
CUNY John Jay College Criminal Justice  
CUNY Lehman College<sup>2</sup>  
CUNY Medgar Evers College<sup>1,2</sup>  
CUNY New York City College of Technology<sup>2</sup>  
CUNY Queens College  
CUNY York College  
Daemen College<sup>1</sup>

Elmira College<sup>1</sup>  
Farmingdale State University of New York  
Fordham University  
Hamilton College  
Hartwick College<sup>1</sup>  
Hobart and William Smith Colleges  
Hofstra University  
Houghton College<sup>1</sup>  
Iona College  
Ithaca College  
Keuka College  
Laboratory Institute of Merchandising  
Le Moyne College  
Long Island University-Brooklyn Campus<sup>1</sup>  
Manhattanville College<sup>1</sup>  
Marist College  
Marymount College of Fordham University  
Marymount Manhattan College  
Medaille College<sup>1</sup>  
Mercy College<sup>2</sup>  
Molloy College  
Mount Saint Mary College<sup>1</sup>  
Nazareth College of Rochester<sup>1</sup>  
New School, The  
Niagara University  
Pace University<sup>1</sup>  
Paul Smiths College<sup>1</sup>  
Polytechnic University<sup>1</sup>  
Roberts Wesleyan College  
Rochester Institute of Technology  
Russell Sage College  
Sage College of Albany  
Saint Bonaventure University  
Saint Joseph's College<sup>1</sup>  
Saint Joseph's College-Suffolk Campus<sup>1</sup>  
Sarah Lawrence College  
School of Visual Arts  
Siena College<sup>1</sup>  
Skidmore College  
State University of New York at Geneseo, The  
St. Francis College  
St. John's University-New York<sup>1</sup>  
St. Lawrence University  
Stony Brook University<sup>1</sup>  
SUNY at Buffalo  
SUNY College at Brockport<sup>1</sup>  
SUNY College at Old Westbury  
SUNY College at Oneonta  
SUNY College at Oswego<sup>1</sup>  
SUNY College at Plattsburgh  
SUNY College at Purchase<sup>1</sup>  
SUNY College of Environmental Science and Forestry  
SUNY Fredonia  
SUNY Potsdam  
SUNY-Buffalo State College<sup>1</sup>  
Syracuse University  
Touro College  
Union College  
United States Merchant Marine Academy<sup>1</sup>  
United States Military Academy  
Vassar College  
Wagner College<sup>1</sup>

## Participating Colleges and Universities: 2000-2007 (continued)

Webb Institute

Wells College<sup>1</sup>

### North Carolina

Appalachian State University

Barton College<sup>1</sup>

Belmont Abbey College

Bennett College for Women<sup>2</sup>

Campbell University Inc.

Catawba College

East Carolina University

Elizabeth City State University<sup>1 2</sup>

Elon University

Fayetteville State University<sup>1 2</sup>

Gardner-Webb University<sup>1</sup>

Greensboro College<sup>1</sup>

Guilford College<sup>1</sup>

High Point University

Johnson C Smith University<sup>2</sup>

Lees-McRae College<sup>1</sup>

Lenoir-Rhyne College

Livingstone College<sup>2</sup>

Mars Hill College

Meredith College<sup>1</sup>

Methodist University

North Carolina A&T State University<sup>1 2</sup>

North Carolina Central University<sup>2</sup>

North Carolina State University

Peace College

Pfeiffer University

Queens University of Charlotte

Salem College<sup>1</sup>

St. Andrews Presbyterian College

University of North Carolina at Asheville

University of North Carolina at Chapel Hill

University of North Carolina at Charlotte

University of North Carolina at Greensboro

University of North Carolina at Pembroke

University of North Carolina Wilmington<sup>1</sup>

Warren Wilson College<sup>1</sup>

Western Carolina University<sup>1</sup>

Wingate University

Winston-Salem State University<sup>1 2</sup>

### North Dakota

Dickinson State University<sup>1</sup>

Mayville State University<sup>1</sup>

Minot State University<sup>1</sup>

North Dakota State University<sup>1</sup>

University of Mary

University of North Dakota<sup>1</sup>

Valley City State University<sup>1</sup>

### Ohio

Antioch College<sup>1</sup>

Baldwin-Wallace College<sup>1</sup>

Bowling Green State University<sup>1</sup>

Capital University

Case Western Reserve University

Cedarville University<sup>1</sup>

Central State University<sup>2</sup>

Cleveland State University

College of Mount St. Joseph

College of Wooster, The

Columbus College of Art and Design<sup>1</sup>

Defiance College<sup>1</sup>

Denison University<sup>1</sup>

Franciscan University of Steubenville<sup>1</sup>

Heidelberg College<sup>1</sup>

Hiram College<sup>1</sup>

John Carroll University<sup>1</sup>

Kent State University<sup>1</sup>

Kenyon College

Lourdes College<sup>1</sup>

Malone College

Marietta College

Miami University-Oxford<sup>1</sup>

Mount Union College<sup>1</sup>

Notre Dame College<sup>1</sup>

Ohio Christian University

Ohio Northern University<sup>1</sup>

Ohio State University at Newark, The

Ohio State University, The

Ohio State University-Mansfield Campus

Ohio University

Ohio University-Zanesville Campus

Ohio Wesleyan University

Otterbein College

Tiffin University

University of Akron, The<sup>1</sup>

University of Cincinnati<sup>1</sup>

University of Dayton

University of Findlay, The

University of Toledo-Main Campus

Urbana University<sup>1</sup>

Ursuline College<sup>1</sup>

Walsh University

Wilmington College

Wittenberg University

Wright State University

Xavier University<sup>1</sup>

Youngstown State University

### Oklahoma

East Central University

Northwestern Oklahoma State University

Oklahoma City University<sup>1</sup>

Oklahoma State University

Oral Roberts University

Rogers State University

Southeastern Oklahoma State University

Southern Nazarene University

University of Central Oklahoma

University of Oklahoma Norman Campus

University of Science and Arts of Oklahoma

University of Tulsa<sup>1</sup>

### Oregon

Concordia University

Eastern Oregon University<sup>1</sup>

George Fox University<sup>1</sup>

Lewis & Clark College

Linfield College

Northwest Christian College<sup>1</sup>

Oregon State University<sup>1</sup>

Pacific University<sup>1</sup>

Portland State University<sup>1</sup>

Southern Oregon University

University of Oregon

University of Portland

Warner Pacific College

Western Oregon University

Willamette University

### Pennsylvania

Albright College

Allegheny College<sup>1</sup>

Alvernia College

Arcadia University

Bloomsburg University of Pennsylvania

Bryn Mawr College

Bucknell University

Cabrini College

California University of Pennsylvania<sup>1</sup>

Carnegie Mellon University

Cedar Crest College

Chatham College<sup>1</sup>

Chestnut Hill College

Cheyney University of Pennsylvania<sup>2</sup>

College Misericordia

Delaware Valley College<sup>1</sup>

Dickinson College

Drexel University<sup>1</sup>

Duquesne University

Eastern University<sup>1</sup>

Edinboro University of Pennsylvania

Elizabethtown College

Franklin and Marshall College

Gettysburg College

Grove City College<sup>1</sup>

Gwynedd Mercy College

Holy Family University

Indiana University of Pennsylvania

Juniata College<sup>1</sup>

Keystone College

La Roche College

La Salle University

Lafayette College

Lebanon Valley College

Lincoln University of Pennsylvania<sup>1 2</sup>

Lock Haven University of Pennsylvania

Mansfield University of Pennsylvania

Marywood University

Mercyhurst College

Messiah College

Millersville University of Pennsylvania

Moore College of Art and Design

Moravian College and

Moravian Theological Seminary

Mount Aloysius College

Muhlenberg College

Neumann College<sup>1</sup>

Pennsylvania College of Technology

Pennsylvania State University

Pennsylvania State University-Abington<sup>1</sup>

Pennsylvania State University-Altoona

Pennsylvania State University-Berks<sup>1</sup>

Pennsylvania State University-Erie,

The Behrend College

Philadelphia University<sup>1</sup>

Point Park University

Robert Morris University  
Rosemont College  
Saint Francis University  
Saint Joseph's University  
Saint Vincent College<sup>1</sup>  
Seton Hill University  
Shippensburg University of Pennsylvania  
Slippery Rock University of Pennsylvania<sup>1</sup>  
Susquehanna University<sup>1</sup>  
Swarthmore College  
Temple University  
Thiel College<sup>1</sup>  
University of Pittsburgh  
University of Pittsburgh-Bradford  
University of Pittsburgh-Greensburg<sup>1</sup>  
University of Pittsburgh-Johnstown<sup>1</sup>  
University of Scranton  
University of the Arts, The  
University of the Sciences in Philadelphia  
Ursinus College<sup>1</sup>  
Villanova University  
Washington & Jefferson College  
Waynesburg College  
Widener University  
Wilkes University  
Wilson College  
York College Pennsylvania

#### Puerto Rico

Inter American University of Puerto Rico-  
Ponce Campus<sup>2</sup>  
Inter American University of Puerto Rico-  
San German<sup>2</sup>  
Pontifical Catholic University of Puerto Rico-Ponce<sup>2</sup>  
Universidad Del Este<sup>2</sup>  
Universidad Politecnica de Puerto Rico<sup>2</sup>  
University of Puerto Rico-Humacao<sup>1, 2</sup>  
University of Puerto Rico-Mayaguez<sup>2</sup>  
University of Puerto Rico-Ponce<sup>1, 2</sup>  
University of Puerto Rico-Rio Piedras Campus<sup>1</sup>  
University of Puerto Rico-Utuado<sup>2</sup>

#### Rhode Island

Bryant University<sup>1</sup>  
Providence College  
Rhode Island College  
Rhode Island School of Design  
Roger Williams University<sup>1</sup>  
Salve Regina University  
University of Rhode Island

#### South Carolina

Anderson University  
Benedict College<sup>2</sup>  
Bob Jones University  
Citadel, The Military College of South Carolina, The  
Claflin University<sup>2</sup>  
Clemson University  
Coker College<sup>1</sup>  
College of Charleston  
Columbia College<sup>1</sup>  
Columbia International University  
Converse College<sup>1</sup>  
Francis Marion University  
Furman University

Lander University  
Limestone College  
Morris College<sup>2</sup>  
Presbyterian College<sup>1</sup>  
Southern Wesleyan University  
University of South Carolina Aiken<sup>1</sup>  
University of South Carolina Columbia  
University of South Carolina Upstate<sup>1</sup>  
University of South Carolina-Beaufort<sup>1</sup>  
Voorhees College<sup>1, 2</sup>  
Winthrop University<sup>1</sup>  
Wofford College  
South Dakota  
Augustana College  
Black Hills State University<sup>1</sup>  
Dakota State University<sup>1</sup>  
Dakota Wesleyan University  
Mount Marty College  
Northern State University<sup>1</sup>  
Oglala Lakota College<sup>2</sup>  
South Dakota School of Mines and Technology<sup>1</sup>  
South Dakota State University<sup>1</sup>  
University of South Dakota<sup>1</sup>

#### Tennessee

Austin Peay State University  
Baptist Memorial College of Health Sciences<sup>1</sup>  
Belmont University<sup>1</sup>  
Bryan College<sup>1</sup>  
Christian Brothers University  
East Tennessee State University  
Fisk University  
Johnson Bible College  
Lane College<sup>2</sup>  
Le Moyne-Owen College<sup>2</sup>  
Lee University  
Lincoln Memorial University  
Lipscomb University<sup>1</sup>  
Martin Methodist College  
Maryville College  
Middle Tennessee State University  
Milligan College<sup>1</sup>  
Rhodes College<sup>1</sup>  
Sewanee: The University of the South<sup>1</sup>  
Southern Adventist University<sup>1</sup>  
Tennessee State University<sup>2</sup>  
Tennessee Technological University  
Trevecca Nazarene University  
Tusculum College<sup>1</sup>  
Union University  
University of Memphis  
University of Tennessee at Chattanooga, The<sup>1</sup>  
University of Tennessee Martin, The  
University of Tennessee, The<sup>1</sup>

#### Texas

Abilene Christian University<sup>1</sup>  
Angelo State University  
Austin College<sup>1</sup>  
Baylor University  
Concordia University at Austin  
Hardin-Simmons University  
Howard Payne University

Huston-Tillotson University<sup>2</sup>  
Jarvis Christian College<sup>2</sup>  
Lamar University  
LeTourneau University  
McMurry University<sup>1</sup>  
Northwood University-TX Campus  
Our Lady of the Lake University-San Antonio<sup>2</sup>  
Paul Quinn College  
Prairie View A&M University<sup>1, 2</sup>  
Rice University  
Sam Houston State University<sup>1</sup>  
Southwestern Assemblies of God University  
Southwestern University<sup>1</sup>  
St. Edward's University  
St. Mary's University<sup>1, 2</sup>  
Stephen F. Austin State University<sup>1</sup>  
Tarleton State University<sup>1</sup>  
Texas A&M International University<sup>1, 2</sup>  
Texas A&M University  
Texas A&M University-Commerce<sup>1</sup>  
Texas A&M University-Corpus Christi<sup>2</sup>  
Texas A&M University-Galveston<sup>1</sup>  
Texas A&M University-Kingsville<sup>1, 2</sup>  
Texas A&M University-Texarkana  
Texas Christian University<sup>1</sup>  
Texas Lutheran University<sup>1</sup>  
Texas State University-San Marcos<sup>1</sup>  
Texas Tech University  
Texas Woman's University<sup>1</sup>  
University of Dallas  
University of Houston  
University of Houston-Downtown<sup>1, 2</sup>  
University of North Texas  
University of St. Thomas<sup>2</sup>  
University of Texas at Arlington, The<sup>1</sup>  
University of Texas at Austin, The<sup>1</sup>  
University of Texas at Brownsville, The  
University of Texas at Dallas, The<sup>1</sup>  
University of Texas at El Paso, The<sup>2</sup>  
University of Texas at San Antonio, The<sup>1, 2</sup>  
University of Texas at Tyler, The<sup>1</sup>  
University of Texas of the Permian Basin, The<sup>2</sup>  
University of Texas-Pan American, The<sup>1, 2</sup>  
University of the Incarnate Word<sup>1, 2</sup>  
West Texas A&M University<sup>1</sup>  
Wiley College<sup>1, 2</sup>

#### Utah

Brigham Young University<sup>1</sup>  
Southern Utah University  
University of Utah  
Utah State University<sup>1</sup>  
Weber State University  
Western Governors University  
Westminster College<sup>1</sup>

#### Vermont

Bennington College  
Champlain College  
Johnson State College  
Lyndon State College  
Marlboro College  
Middlebury College  
Norwich University<sup>1</sup>



## Participating Colleges and Universities: 2000-2007 (continued)

Saint Michaels College  
Sterling College  
University of Vermont<sup>1</sup>  
Woodbury College

### Virgin Islands

University of the Virgin Islands<sup>2</sup>

### Virginia

Art Institute of Washington, The  
Bridgewater College  
Christopher Newport University  
College of William and Mary  
Eastern Mennonite University  
Emory and Henry College  
Ferrum College  
George Mason University<sup>1</sup>  
Hampden-Sydney College<sup>1</sup>  
Hollins University  
James Madison University  
Liberty University  
Longwood University<sup>1</sup>  
Lynchburg College  
Mary Baldwin College  
Marymount University<sup>1</sup>  
Norfolk State University<sup>1, 2</sup>  
Old Dominion University  
Radford University<sup>1</sup>  
Randolph College  
Randolph-Macon College  
Roanoke College<sup>1</sup>  
Shenandoah University<sup>1</sup>  
Southern Virginia University<sup>1</sup>  
Sweet Briar College  
University of Mary Washington  
University of Richmond<sup>1</sup>  
University of Virginia  
University of Virginia's College at Wise, The  
Virginia Commonwealth University<sup>1</sup>  
Virginia Intermont College  
Virginia Military Institute  
Virginia Polytechnic Institute and State University  
Virginia Union University<sup>2</sup>  
Virginia Wesleyan College  
Washington and Lee University<sup>1</sup>

### Washington

Central Washington University  
Eastern Washington University  
Evergreen State College, The<sup>1</sup>  
Gonzaga University  
Heritage University<sup>1, 2</sup>  
Pacific Lutheran University  
Seattle Pacific University<sup>1</sup>  
Seattle University  
University of Puget Sound  
University of Washington, Bothell  
University of Washington Tacoma  
University of Washington-Seattle  
Washington State University<sup>1</sup>  
Western Washington University  
Whitman College  
Whitworth College<sup>1</sup>

### West Virginia

Bethany College<sup>1</sup>  
Concord University  
Davis & Elkins College  
Fairmont State University  
Marshall University  
Mountain State University<sup>1</sup>  
Shepherd University  
University of Charleston<sup>1</sup>  
West Liberty State College  
West Liberty State University  
West Virginia University<sup>1</sup>  
West Virginia University Institute of Technology  
West Virginia Wesleyan College<sup>1</sup>  
Wheeling Jesuit University<sup>1</sup>

### Wisconsin

Alverno College<sup>1</sup>  
Beloit College  
Cardinal Stritch University  
Carroll College<sup>1</sup>  
Carthage College  
Concordia University-Wisconsin  
Edgewood College<sup>1</sup>  
Lakeland College  
Lawrence University  
Marantha Baptist Bible College  
Marian College of Fond du Lac<sup>1</sup>  
Marquette University  
Milwaukee Institute of Art Design<sup>1</sup>  
Milwaukee School of Engineering  
Mount Mary College<sup>1</sup>  
Northland College  
Ripon College  
University of Wisconsin-Eau Claire<sup>1</sup>  
University of Wisconsin-Green Bay<sup>1</sup>  
University of Wisconsin-La Crosse<sup>1</sup>  
University of Wisconsin-Madison  
University of Wisconsin-Milwaukee<sup>1</sup>  
University of Wisconsin-Oshkosh<sup>1</sup>  
University of Wisconsin-Parkside<sup>1</sup>  
University of Wisconsin-Platteville<sup>1</sup>  
University of Wisconsin-River Falls<sup>1</sup>  
University of Wisconsin-Stevens Point<sup>1</sup>  
University of Wisconsin-Stout<sup>1</sup>  
University of Wisconsin-Superior  
University of Wisconsin-Whitewater<sup>1</sup>  
Viterbo University  
Wisconsin Lutheran College<sup>1</sup>

### Wyoming

University of Wyoming<sup>1</sup>

### Canada

#### Alberta

University of Alberta  
University of Calgary<sup>1</sup>  
University of Lethbridge

#### British Columbia

Royal Roads University  
Trinity Western University

University of British Columbia  
University of Northern British Columbia  
University of Victoria

### Manitoba

The University of Manitoba

### New Brunswick

Mount Allison University  
St. Thomas University  
University of New Brunswick - Fredericton Campus  
University of New Brunswick - Saint John Campus

### Nova Scotia

Acadia University  
Dalhousie University

### Ontario

Brescia University College  
Brock University  
Carleton University<sup>1</sup>  
Huron University College  
King's University College at the University of Western Ontario  
Lakehead University  
Laurentian University/Université Laurentienne  
McMaster's University  
Nipissing University  
Ontario College of Art and Design  
Queen's University  
Ryerson University  
Trent University  
University of Guelph  
University of Ontario Institute of Technology  
University of Ottawa/Université d'Ottawa  
University of Toronto  
University of Waterloo  
University of Western Ontario  
University of Windsor  
Wilfrid Laurier University  
York University

### Quebec

Concordia University  
McGill University  
Université Laval

### Prince Edward Island

University of Prince Edward Island<sup>1</sup>

### Saskatchewan

University of Regina  
University of Saskatchewan

### Lebanon

Lebanese American University<sup>1</sup>

### United Arab Emirates

The Petroleum Institute

<sup>1</sup> Participated in the Faculty Survey of Student Engagement (FSSE)

<sup>2</sup> Participating in the Building Engagement and Attainment of Minority Students project (BEAMS)

## National Survey of Student Engagement

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